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IDENTIFIERS	Orange County Consortium

ABSTRACT

Elementary guidance materials providing career education activities for grades K-6 are presented for utilization by elementary teachers and elementary guidance specialists. Arranged by grade level, materials cover the following career education concepts: appreciation and attitudes, self-awareness, decision making, career awareness, and educational awareness. Subject areas include: language arts, social studies, math, art, homemaking, science, music, and physical education. Each activity includes information on the guidance objective, materials needed, procedure, and discussion, if applicable. A variety of implementation strategies are used, including: direct student involvement, vicarious student experiences, individualized instruction, interdisciplinary approaches, and management by objectives. Modification and additional activities supplied by teachers to meet the individual needs of each school and classroom are suggested to expand the effectiveness of the guide. (LH)

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THE COMPREHENSIVE CAREER EDUCATION SYSTEM

ELEMENTARY GUIDANCE
K – 6

The Comprehensive Career Education System was developed through the Orange County Career Education Model, consisting of the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District.

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There are a few times in a man's life when he is able to contribute significantly to the society in which he lives. When the opportunity for such a contribution arises, one is soon aware how delicate yet difficult the task is that faces him. Often he exerts his energies far beyond that point at which his impact on society has been felt. Machiavelli stated it best when he said,

> *"There is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle than to initiate a new order of things."*

The purpose of these elementary guidance materials is to provide career education activities for utilization by elementary teachers or elementary guidance specialists. These materials are to be used as an integral part of the school curriculum, so students can gain a better understanding of the "World of Work" and build a better self-image of themselves.

These guidance activities are open ended which can be modified to meet the unique needs of the elementary student. To expand the effectiveness of this guide and meet the individual needs of each classroom; modification or additional activities initiated by the classroom teacher should be added to the guidance materials.

A special thanks to the Career Education staff members, Sharon DeNisi and the counselors and teachers who developed, compiled and edited this guide.

Jack Sappington
Orange County Consortium
Project Director

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Language Arts — Subject area where activities can best be infused.
Self-Awareness — Career Concept
K (page 2) — Suggested Grade Level

--- OBJECTIVE: The students will know that their interests, abilities, aptitudes, etc., are unique and different from those of others.

ACTIVITY:

1. Pupils will draw pictures of themselves for a class bulletin board, "PROUD TO BE ME!" Using this they can describe some of the likenesses and differences between themselves and their classmates.
2. Using Duso Kit, learn the song, "I'm Glad That I Am Me."

--- OBJECTIVE: The student will realize that our characteristics change with age.

ACTIVITY: Grandparents - make a list of the variety of names that grandparents are called. Discuss how an older person walks, talks, acts, etc.

--- OBJECTIVE: The student will become aware of his body in parts and whole.

Objectives
Critera Measure
Teacher Observation
& Judgement

ACTIVITY:

Mirror, mirror, meet today
John (use appropriate name), who is here to play.
Mirror, mirror, can you tell
How to get to know him well?

Here he is. What does he wear?
Tell us if he's dark or fair.
Tell us, tell us, is he tall?
Do you see him? Tell us all!

Follow with statements such as:
The color of John's eyes is ________. (shirt, hair, shoes, etc.)

ACTIVITY: "MYSELF"

My head nods, my elbows bend.
My eyes move for hours on end.

My waist twists, my hands clap,
Or just lay still upon my lap.

My legs stretch; my arms do, too.
I curl my toes inside my shoe.

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ELEMENTARY GUIDANCE K–6

The Elementary Guidance Materials developed through the Orange County Consortium can instill in the minds of children the dignity and purpose of work and the unique relationship between self and work. By following the easy to use format, these guidance materials, in conjunction with the Comprehensive Career Education System Learning Units can permeate the K–6 curriculum and provide a firm foundation for the total career education program in any given school.

Included in the guidance materials are a variety of implementation strategies, some of these are:

1. Direct student involvement
2. Vicarious student experiences
3. Individualized instruction
4. Inter-disciplinary approaches
5. Management by objectives

Throughout the Comprehensive Career Education System, resources or supplemental materials have been designated for your convenience. However, if these materials or resources are not available, substitute materials that would be appropriate for the goals, objectives and activities contained within the System.

The purpose of the elementary guidance materials is to provide guidance activities for utilization by elementary teachers, resource teachers, and guidance specialist. These materials are designed to integrate Career Education into the (K–6) curriculum with the following Career Education concepts:

1. Appreciation and Attitudes
2. Self Awareness
3. Decision Making
4. Career Awareness
5. Educational Awareness

For easy identification, objectives and activities have been broken into five Career Education Concepts Grade level should be used only as a guide, allowing for individual differences. To expand the effectiveness of this guide, modification and additional activities should be initiated by the classroom teacher.

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CREDITS

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Language Arts
Attitude & Appreciation
K

OBJECTIVE: The student will become aware of and demonstrate an understanding of each individual in the home and an awareness of the importance of getting along with others.

ACTIVITY:

Students paint self showing body parts in the verse:

I have two little hands to help my mother,
And two little eyes to see her;
Two little ears to hear her sweet voice,
and a little mouth to kiss her and say goodnight.

Materials: paper, crayons, etc.; large art paper, paint and brushes.

ACTIVITY:

Promises

Have children make construction paper flowers and pot. Print the child's promise on the center of the flower. When the parents want the children to do a certain task they can remove the flower as a reminder.

Materials: construction paper, scissors, glue.

Art
Career Awareness
K

OBJECTIVE: The student will recognize that individuals differ in their interests. The student will demonstrate an appreciation for and an understanding of each individual in the school.

ACTIVITY: Make a "Happiness Is" picture pertaining to some kind of work.

Materials: paper, crayons or paint.

OBJECTIVE: The student will see the development of a product.

ACTIVITY:

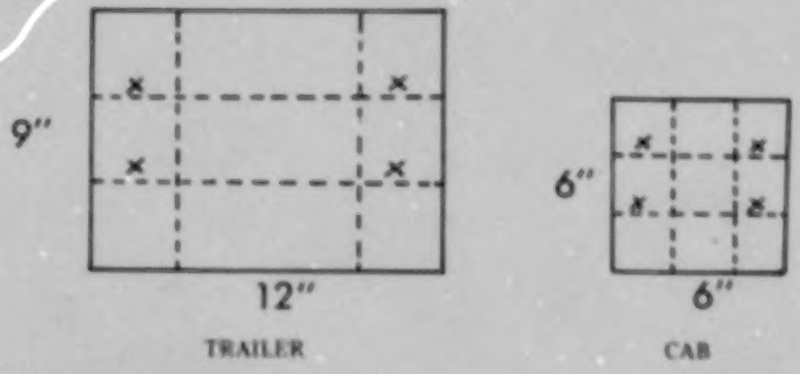
Make a vegetable man with potato body, carrot legs, stringbean arms, tomato head, corn ears and lettuce hair out of paper shapes and fasten with brass fasteners.

Materials: construction paper in multicolors, scissors, brass fasteners.

OBJECTIVE: The student will be able to make a desired product and relate it to proficiency.

ACTIVITY:

Trucks – make 3-D paper trucks from pattern sketched below. Cut on the lines marked with x's, then fold and staple. Glue the cab and trailer together and glue on paper wheels.



OBJECTIVE: The student will be able to make a desired product and relate it to proficiency.

ACTIVITY:

Candlemaking

Materials: half-pint carton with lid cut off (one for each child); parafin, a pan for melting wax, string for wicks, and knives.

Procedure: The string is dangled in the center of the carton; blocks of solid parafin are arranged on either side to hold the wick. Melted parafin is then poured over the whole works. When the melted wax has hardened, the child tears off the carton. More melted parafin is whipped to a frothy consistency and spread on the candle.

OBJECTIVE: The students will become aware of a "World of Work" around them and be able to relate to activities with accomplishments in the home.

ACTIVITY:

Make vegetables for a play store from paper mache or play-dough.

Paper mache: use wall paper paste or wheat paste and water mixed with an egg beater and brown paper towels, and balloons for the shape.

Play-dough: Two parts flour, one part salt and a little salad oil mixed to the right consistency with water.

OBJECTIVE: The student will become aware of and will demonstrate an understanding of each individual in the home, school and community.

ACTIVITY:

Feeling Faces

Make three rounds of paper: one blank, one happy, one sad. Glue them together so the child can flip from one face to the other.

Materials: rounds of paper, crayon, glue.

--- OBJECTIVE: The student will become aware of each individual in the home, and demonstrate an appreciation for and an understanding of each individual.

ACTIVITY:

"A Book About Me"

Here is how I help my family. (materials: art paper, crayons, scissors, stapler)

ACTIVITY:

"A Book About Me"

Things Daddy uses at home to help our family.

Cut pictures from magazines and catalogs. Large art paper, scissors, paste and crayons.

ACTIVITY:

"A Book About Me"

Make appropriate drawings from the following:

"Sometimes I feel happy. Here is something that makes me happy."
"Sometimes I feel sad. Here is something that makes me sad."
"Sometimes I feel mad. Here is something that makes me mad."
"Sometimes I am surprised. Here is something that suprised me once."

Materials: four sheets of construction paper, pencils, crayons, paints and brushes.

OBJECTIVE: The students will become aware of a "World of Work" around them and be able to relate to activities with accomplishments in the home.

ACTIVITY:

Trip to the Grocery: visit the nearest grocery store to buy the vegetables for tasting or for making soup.

ACTIVITY:

Making Butter

Divide a pint of whipping cream in several small jars with tight fitting lids. Have the children take turns shaking the jars until the cream turns to butter. Pour off the liquid and add food coloring. Try colors other than yellow for fun. Serve on saltines so you won't need to add salt.

Materials: whipping cream, small jars, food coloring, saltines.

ACTIVITY:

Making Soup

1½ pounds ground beef
2 cans tomatoes
1 can onion soup
1 can beef bouillon
1 pound green beans
canned corn
canned peas
small peeled potatoes
peeled carrots
salt
oregano

Cook until vegetables are tender, 30 to 40 minutes.

ACTIVITY:

Cleaning vegetables: have children compare washed and unwashed vegetables with a magnifying glass.

OBJECTIVE: The student will see the development of a product.

ACTIVITY:

Use squares of burlap with simple outlines on them and have children stitch around the outline.

--- OBJECTIVE: The student will be able to make a desired product and relate it to proficiency.

ACTIVITY:

Making Popcorn

When popcorn pops,
It jumps about,
Upside down and inside out.

Materials: popcorn popper, popcorn, oil, salt.

Language Arts
Career Awareness
K

--- OBJECTIVE: The student will become aware of and demonstrate an understanding of each individual in the community.

ACTIVITY:

Have a mother or a father come in and talk to the children and bring a product they make or a tool they use.

--- OBJECTIVE: The student will become aware of and demonstrate an appreciation for and an understanding of each individual in the home, and be aware of the importance of individuals getting along with one another.

ACTIVITY:

Collect pictures of families and discuss how every member of the family helps at home.

Materials: magazines, scissors, paper, glue.

ACTIVITY:

Role play Mother and Daddy going to work, getting paid, bringing their checks home, cashing the checks, and spending money.

Materials: dress-up clothes.

--- OBJECTIVE: The student will become aware of a "World of Work" around them and be able to relate activities with accomplishments in the home.

ACTIVITY:

Cut the front out of a cardboard box. When doing the calendar at the beginning of the day, have a child get into the box and give a weather report.

Weathervane, weathervane, what do you see
From your high perch above the big tree?
Shall we have raindrops, or shall we have snow?
Please tell us how does the wind blow?

Material:

cardboard box.

---- OBJECTIVE: The student will see the development of a product.

ACTIVITY:

Observe the effect of water. Plant a few kernels of corn. Water some enough, some too much, and some not enough.

---- OBJECTIVE: The student will be able to make a desired product, and relate it to proficiency.

ACTIVITY:

Growing Vegetable Tops

Use a glass bowl and cover the bottom with pretty pebbles. Lay vegetable tops from radishes, carrots, beets, and sweet potatoes on the pebbles, and add enough water to cover the pebbles and the bottom of the vegetables. Watch them grow.

Materials: glass bowl, pebbles, radishes, carrots, beets, sweet potatoes.

ACTIVITY:

Temperature Effect

Plant seeds. When about an inch tall, place one in an oven, one in a refrigerator, and one in a room.

Materials: seeds and containers.

--- OBJECTIVE: The student will become aware of the importance of individuals getting along with one another.

ACTIVITY:

Filmstrip – "You Got Mad, Are You Glad?"

--- OBJECTIVE: The students will become aware of a "World of Work" around them and be able to relate to activities with accomplishments in the home.

ACTIVITY:

Setting Up a Grocery Store

You will need a cash register, play money, paper bags, an apron for the clerk, and lots of boxes, cans, and containers.

Art
Decision Making
K

OBJECTIVE: The student will be able to state a problem.

ACTIVITY:

Germ Puppets

Use paper bags and make the nastiest, ugliest, meanest germ puppets possible. Use pipe cleaners, buttons, and other odds and ends to decorate.

Relate them to good health habits: washing hands, brushing teeth, etc.

Discussion Ideas: What do germs do?
What are things that you can do to prevent:
- getting sick
- having cavities
- etc.

ACTIVITY:

Sandwich Boards

Put stop signs, one-way signs, railroad crossing signs, etc., on large sheets of cardboard and have children wear them and do role-playing activities using the signs incorrectly. Discuss the problems that would exist under these conditions.

Language Arts
Decision Making
K

OBJECTIVE: The student will be able to state a problem.

ACTIVITY:

Sick List

Have students make lists of the things they can do while they are sick at home, such as color pictures, sew buttons on scraps of material, cut pictures from magazines, etc. Ditto the lists and send home for parents to use. (Teachers: Here's a life-saving activity for parents! Send home.)

ACTIVITY:

My Hands

I have hands that teach me.
They help me learn a lot.
They tell me if the things I touch
Are cold or warm or hot.

And when I'm finished pasting,
My fingers feel so sticky.
But finger painting's best of all
Because it makes them icky!

Discussion: In what ways are my hands useful to me?

ACTIVITY:

School/Rules

I'm thinking of something you do when I blow the whistle, when the bell rings, etc.

What are you supposed to do when I: (raise my hand, blow the whistle, etc.)

ACTIVITY:

Tooth Decay Game

Form a semi-circle like the teeth in your mouth. One person is Mr. Tooth Decay and another is the Toothbrush. The Toothbrush hides his eyes while Mr. Tooth Decay hides behind a tooth. The Toothbrush chases Mr. Tooth Decay around the teeth until he catches him. Choose others to take their places.

ACTIVITY:

1. Role-play incorrect use of playground equipment. Have children demonstrate what could happen if they use the equipment incorrectly, i.e. standing on swing.

ACTIVITY:

1. *When we cross the street*
   We use our eyes,
   We use our head,
   And then *we use our feet.*

2. What would be the problem if we used our feet before our eyes and head, etc.?

ACTIVITY:

A little boy is lost; can't tell one street from another.

Who can we count on to take him to his mother?

ACTIVITY:

Red light, stop;
Yellow light, no;
Wait for the green
And then we go.

What would happen if we didn't have any stop lights? (children's ideas)

ACTIVITY:

Standing on the corner all dressed in blue.
Who's there to watch the traffic for you?

The store was robbed the other day.
Who caught the thief and took him away?

Discussion Idea: What would happen if we didn't have policemen?

ACTIVITY:

I like the big policeman;
He's very nice to meet.
He stops the traffic for me
So I can cross the street.

Sentence Completion: What would happen if there weren't any (policemen, school crossing guards, crosswalks, traffic lights)?

ACTIVITY:

Chaos: Give children an opportunity to break a certain rule, for example:

1. six people trying to use the hula-hoop at one time;
2. two children wanting one tricycle;
3. six children trying to get an easel with only four available.

ACTIVITY:

Five Strong Policemen

Five strong policemen standing by a store,
One became a traffic cop and there were four.
Four strong policemen watching over me,
One took home a lost boy and then there were three.
Three strong policemen dressed all in blue,
One stopped a speeding car and then there were two.
Two strong policemen–how fast they can run!
One caught a bad man and then there was one.
One strong policeman saw some smoke one day.
What did he do? (children's ideas)

ACTIVITY:

Lost

If you should happen
To lose your way
One day while walking,
What would you say
To that policeman (teacher, block parent)
Who happened by?
Or would you only
Begin to cry?

ACTIVITY:

Try to play a game using no rules (and notice the confusion). Make children aware of the confusion and conflict resulting from having no rules.

ACTIVITY:

When the teachers observe a problem occurring in the classroom or hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

OBJECTIVE: The student will become aware of the roles in the home and similar roles in the school.

ACTIVITY:

"A Book About Me"

Draw a picture relating to the following:

1. Here is my school.
2. There are many teachers at my school.
3. This is my teacher.

ACTIVITY:

"A Book About Me"

When I grow up I want to be ____________________

OBJECTIVE: The student will become aware of the roles in the home and similar roles in the school.

ACTIVITY:

Reading Words

Place on cards words that are familiar and common to the children, such as names of stores and filling stations (Alpha Beta, Texaco, Lucky, etc.).

ACTIVITY:

Have older children put on a puppet show, then have them teach the younger children how to put on the same puppet show.

ACTIVITY:

Language Art Trees

Use real tree branches suspended, or ones drawn on poster board or blackboard. Label each one with a skill, for example: reading, writing, listening and speaking. Decorate each tree with names or workers at home and school who use these skills.

Music
Educational Awareness
K

OBJECTIVE: The student will become aware of the roles in the home and similar roles in the school.

ACTIVITY:

Mother (substitute father, teacher, etc.) Tune: "Where Is Thumbkin?"

Where is Mother?
Where is Mother?
In the kitchen.
In the kitchen.
What does she do there?
What does she do there?
Cooks our dinner.
Cooks our dinner.

Social Studies
Educational Awareness
K

OBJECTIVE: The student will become aware of the roles in the home and similar roles in the school.

ACTIVITY:

Make a chart of all the people who must know compass directions in their jobs.

Some are:

- ambulance driver
- fireman
- bus driver
- pilot
- police
- taxi
- truck driver
- doctor

Art
Self-Awareness
K

--- OBJECTIVE: The students will become aware of their body in parts and whole.

ACTIVITY:

"All About Me"

Make a handprint and a footprint using tempera paint and paper.

ACTIVITY:

"A Book About Me"

I'm making a book,
A book about me.
So I'll start right out
With a picture of me.

ACTIVITY:

"A Book About Me"

Here are some things I like to taste,
and here is something I don't like to taste.

Children will cut pictures from old magazines.

--- OBJECTIVES: The student will realize that families are different.

ACTIVITY:

"A Book About Me"

Some families are big.
Some families are small.
Here is my family.
Meet them all.

--- OBJECTIVE: The student will become familiar with the many different occupations.

ACTIVITY:

Draw pictures of people who help us. Separate “inside” job “outside” jobs.

Grocer
Doctor
Dentist
Butcher
Tree Trimmer
Police worker
Fire worker
Paramedic
Clothing Salesperson
Mail worker
Minister
Baker
Ice Cream vendor

--- OBJECTIVE: The students will become aware of their place as a family member.

ACTIVITY:

Each child lists family members of his/her own family. Under each, list job responsibilities each can perform.

--- OBJECTIVE: The students will become aware of how they may be different.

ACTIVITY:

“A Book About Me”

I almost forgot to tell you . . . .
I am ______years old.
My next birthday cake will have ______candles.

--- OBJECTIVE: The student will realize that his/her aptitudes, abilities, etc. change as he/she gets older.

ACTIVITY:

Demonstrate things they can do that a baby can’t do.

ACTIVITY:

Have an older person visit and bring objects that aren’t used anymore, or old photographs.

--- **OBJECTIVE:** The students will know that their interests, abilities, aptitudes, etc., are unique and different from those of others.

ACTIVITY:

1. Pupils will draw pictures of themselves for a class bulletin board, "PROUD TO BE ME!" Using this they can describe some of the likenesses and differences between themself and their classmates.
2. Using Duso Kit, learn the song, "I'm Glad That I Am Me."

--- **OBJECTIVE:** The student will realize that our characteristics change with age.

ACTIVITY:

Grandparents – make a list of the variety of names that grandparents are called. Discuss how an older person walks, talks, acts, etc.

--- **OBJECTIVE:** The student will become aware of his body in parts and whole.

ACTIVITY:

Mirror, mirror, meet today
John (use appropriate name), *who is here to play.*
Mirror, mirror, can you tell
How to get to know him well?

Here he is. What does he wear?
Tell us if he's dark or fair.
Tell us, tell us, is he tall?
Do you see him? Tell us all!

Follow with statements such as:

The color of John's eyes is ____________ (shirt, hair, shoes, etc.)

ACTIVITY:

"MYSELF"

My head nods, my elbows bend.
My eyes move for hours on end.

My waist twists, my hands clap,
Or just lay still upon my lap.

My legs stretch; my arms do, too.
I curl my toes inside my shoe.

--- OBJECTIVE: The students will become aware of their body in parts and whole. (continued)

ACTIVITY:

"FINGERS"

I have ten little fingers and ten little toes,
Two little ears and one little nose.
I can wiggle my fingers, I can wiggle my toes.
I CAN'T wiggle my ears, but I CAN wiggle my nose!

Science
Self-Awareness
K

---- OBJECTIVE: The students will become aware of their body in parts and whole.

ACTIVITY:

Measure and weigh each child. Make a bar graph for height and let each child color in their bar.

--- OBJECTIVE: The students will be able to show and tell some facts about their parents' work.

ACTIVITY:

Discuss how the time one goes to bed affects work at school, at work.

Draw a picture of a worker who did not get enough sleep; discuss what might happen (teacher, secretary, principal, policeworker, night watchperson, nurse).

Have children draw pictures of their parents' work, and then explain to the class what their parents' work is.

--- OBJECTIVE: The students will become aware that they learn many things from many different people.

ACTIVITY:

Make an experience chart or mural of the people from whom we learn.

Divide the class into groups. Have each group draw a picture of a person from whom they learn. Place on a large bulletin board.

--- OBJECTIVE: The student will recognize the roles that women can play, working inside and outside the homes.

ACTIVITY:

Tell the class that nine out of ten women will work in a job besides that of housewife. What types of jobs can women do? Discuss.

Invite a housewife/mother to explain the importance of being a housewife/homemaker.

Have student list several jobs usually done by men which he/she thinks could also be done by women.

--- **OBJECTIVE:** The student will become aware that certain jobs bring the working person happiness while other jobs may not.

ACTIVITY:

Make a "Happiness Is" picture pertaining to some kind of work.

Materials: drawing paper, paints or crayons.

--- **OBJECTIVE:** The students will be able to show the type of job their mother or father does.

Make a hanging mobile of parents' jobs.

Draw a picture of mother or father in their usual work clothes or uniform.

Materials: sticks, string or yarn and drawing paper; crayons or paint.

OBJECTIVE: The student will be able to recognize and classify jobs that people do, after observing people at work.

ACTIVITY:

Visit a shopping center to discover the many important workers involved there.

ACTIVITY:

Interview workers in the school. Let the children take pictures and record the interview on tape.

Materials: camera, film, tape recorder and tape (cassette).

ACTIVITY:

Play a story record. Discuss workers involved in making this record.

Materials: record player, story record.

--- **OBJECTIVE:** The student will devise a project and relate its functions to necessary jobs.

ACTIVITY:

Make a chart of workers you may meet on vacation (workers in hotels, motels, restaurants, campgrounds, etc.). Draw pictures of them. Place pictures on bulletin board, grouped according to seashore, mountain, desert, etc.

Materials: construction paper, crayons.

--- **OBJECTIVE:** The student will be able to recognize and classify jobs that people do.

ACTIVITY:

1. Secure hats, cups, bags, etc. from McDonalds or a similar restaurant.
2. Discuss workers in a drive-in restaurant and in a sit-down restaurant.
3. Simulate a restaurant and the necessary workers.
4. Visit McDonalds or a similar restaurant.

Resource people: cafeteria cook, waitress, manager of quick-food restaurant.

--- **OBJECTIVE:** The student will be able to recognize and classify jobs that people do, after observing people at work.

ACTIVITY:

1. Make a mural, "Everyone Can Be A Volunteer."
2. Have volunteer workers come in as resource people and discuss the importance of their jobs (fireman, scout leader, charity worker).
3. Role play the volunteer workers.

— OBJECTIVE: The student will recognize that individuals differ in their interests. The student will demonstrate an appreciation for an understanding of each individual in the school.

ACTIVITY:

Make a "Happiness Is" picture pertaining to some kind of work.

Materials: paper, crayons or paint.

— OBJECTIVE: The student will devise a project and relate its functions to necessary jobs.

ACTIVITY:

Make a mural of rural jobs and a mural of urban jobs, comparing the likenesses and contrasting the differences.

Materials: butcher paper, art supplies.

Physical Education
Decision Making
1

OBJECTIVE: The student will be able to state the problem and at least one possible solution.

ACTIVITY:

Find Me

Have one child be the policeofficer, another be the mother, another be the father, and another be the lost child. The policeofficer must ask the mother/father questions in order to find which child is lost. (The mother/father must be careful not to look at the lost child.) Questions: What color hair? Is it a boy or a girl? What color eyes? (etc)

OBJECTIVE: The student will be able to state the problem and at least one possible solution.

ACTIVITY:

Unfinished story: "What Should Linda Do?"

" 'Fraidy cat! 'Fraidy cat! Ha! Look at 'em run!"

The older boys were dangling a snake in their hands as several first grade girls ran screaming around the school building and hid behind the bicycle rack. Two of the girls were crying.

Linda watched from the sidewalk where she and some of the other sixth grade girls were playing hopscotch. Sally, her little sister, was one of the girls who was crying. It made Linda furious. The boys had no right to tease the first graders like that.

"C'mon, Linda. Your turn," one of the other girls said. But Linda stuck her hands in her coat pockets.

"I guess I don't feel like playing any more," she said, and went over to sit on the swings where she could keep one eye on Sally.

Linda had thought about the problem a lot. The other little girls didn't have a big sister to look out for them. And next year Linda would be going to junior high school, so Sally would have to learn to look out for herself.

Sometimes it made it harder for Sally when Linda tried to protect her. Once, when the boys were playing ball with Sally's lunch box, Linda made them stop. But for weeks afterwards they called Sally "sissy little sister" and teased her worse than ever when Linda wasn't around. Linda did not want Sally to become a cry baby who ran to her every time something went wrong. But it was hard to stand by and watch the older boys frightening her.

Once the teacher caught the boys and scolded them severely. The teasing stopped for a while, but then it started all over again. After all, the teacher couldn't be everywhere on the playground at once.

That afternoon, as Linda studied her spelling words, she decided it would be better to let Sally look after herself. But that night, when Sally had another nightmare and woke up screaming that she never wanted to go to school again, Linda felt she ought to do something. But what?

ACTIVITY:

Unfinished story: "What Should Pete Do?"

Miss Cary's new pen was missing. The children had admired it when she had used it to take the roll that morning and she had told them that her brother had sent it to her from Japan. She had let the class pass it from one person to another so that everyone could look at the ship floating mysteriously in liquid inside the cap. Now the pen was gone. Miss Cary asked everybody to look in his desk to see if it might be there by mistake.

Unfinished story: "What Should Pete Do?" (con't)

"I'll bet somebody took it," Pete said to his friends at recess. And all during the game of soft ball, he kept wondering who might have done it.

Suddenly, he saw a girl's silver locket lying in the grass. "I'm going to take this in," he called to the other boys, and hurried toward the principal's office. At the office door, he stopped. Mr. Myers, the principal, was talking quietly, but very seriously, to Keith Bronson. Keith, with his face a mottled red, was standing by the desk, looking almost ready to cry. Pete quickly dropped the locket into the lost and found box and ran back outdoors.

"Listen!" he called to his friends. "I'll bet anything that Keith Bronson took Miss Cary's pen. The principal was bawling him out about something, and boy, did old Keith look sick!"

"Sure," said another boy. "He made more fuss over the pen than anybody, and all the time he was going to take it home, the robber!"

When the boys took their seats after recess, they frowned at Keith to let him know that they knew. Keith looked puzzled for a minute and then his face turned red again.

He's the one, all right, Pete thought.

After school when Pete was helping to clean blackboards, he was not surprised to see the pen back on Miss Cary's desk.

"Oh, you have your pen again!" he said to the teacher.

"Yes, I found it between the pages of the roll book," Miss Cary laughed.

Pete stood still. "You . . . . found it in the roll book?" he stammered.

"Yes, wasn't that silly? I must have closed the book on it."

Pete didn't answer. Slowly he finished washing the blackboard. His cheeks felt hot. By now, almost everyone in the class thought Keith was a thief, and it wasn't true. Whatever Keith had been upset about in the principal's office, it wasn't about the pen. In fact, Pete was not even sure Mr. Myers had been scolding Keith.

Well, what of it? Pete tried to tell himself. I didn't say for sure that he took it. I said I bet he had because I thought Mr. Myers was bawling him out, and that much was true.

But Pete didn't feel any better. He was the one who had started the rumor. Now what should he do?

ACTIVITY:

Unfinished story: "What Should Gloria Do?"

Gloria's cheeks burned, but the rest of the class was laughing. Even Charlene, sprawled on the floor with the tray of paint jars, was laughing. Gloria had been reading her science book and hadn't even noticed Charlene going by till she felt something hit her foot and heard the crash of paint jars.

"You and your big feet!" Charlene yelled as she hit the floor, and everybody roared.

But this was the last straw for Miss Simpson. Everything had gone wrong all day long. She decided that Gloria had tripped Charlene on purpose, and so she announced that Gloria was to stay indoors at recess for one week.

Gloria wanted to explain, but she just sat there "opening and closing her mouth like a goldfish" as one of the girls giggled afterwards. It wasn't to much the punishment. It was the humiliation of being scolded in front of the class.

All afternoon Gloria burned inside. She could hardly speak when Miss Simpson asked her a question in arithmetic. Never before had she felt so angry and helpless.

It's so unfair, she thought. I'll get even. I won't do another thing for her as long as I live. And when Valentine's Day comes, she sure won't get a card from me!

At the end of the day, Gloria purposely banged down the lid of her desk so Miss Simpson would know she was mad at her and marched out the door. At supper that night she hardly ate a thing. Finally, at their urging, she told her family what was wrong.

"Shoot her!" cried Gloria's little brother, Jimmy. Gloria almost laughed, but she was to upset to do even that.

"Report it to the principal," her other brother said.

"Well, do **something**," Mother put in. "Don't just stew about it." It was hard for Gloria to get rid of a grudge. Maybe she was taking it all too seriously. The rest of the class had thought it was funny. But it was no joke to her. She was really angry and had to get if off her chest. What should she do?

ACTIVITY:

Unfinished story: "What Should Clyde Do?"

It was a big problem, and it seemed to be getting worse. Mother said it was all in his mind. Dad said it was physiological, whatever that meant. Grandmother said he wasn't getting enough sleep. The boys said he was a great big crybaby — period. The fact was that every time something didn't go just right — if somebody tripped him or beat him at checkers — Clyde started to cry.

Unfinished story: "What Should Clyde Do?" (con't)

He fought against it, but even though he bit his lips and squeezed his eyes shut, his mouth would tremble and the fat tears would begin sliding down his cheeks. Then the other kids would jeer and the whole ocean would come gushing out. It made Clyde hate himself and everybody else. How many times had he heard somebody say that boys weren't supposed to cry?

"Clyde, Clyde, run and hide," the boys yelled, or "Crybaby; Clyde-baby, do you want your mamma, maybe?" Clyde would be so furious he would lash out blindly with his fists, and once he got sent to the principal.

Last Thursday was the worst. Clyde was giving his book report in front of the room and had meant to say. "building a boat," but said, "boading the bilt," instead. Instantly the room was filled with laughter. Clyde stopped. He felt the blood rushing to his face. He tried to go on, but he felt his lips tremble, his eyes cloud, and the next moment he was bawling in front of the whole class.

"That's okay, Clyde," said Mr. Jackson. "When you feel ready, go right on. We all make mistakes and that was really just a funny one, wasn't it?"

But it wasn't funny to Clyde. As he walked home that afternoon, he made up his mind. Unless he had to, he wasn't going to do anything or go anyplace or talk to anyone, ever again. He was through with being embarrassed. He'd stay in his room and fool with his trains and watch television, and it would be Clyde the Loner from now on. He knew it wouldn't make him happy, but it would be better than going on like this. Or would it be better? What should Clyde do?

Possible Discussion Topics:

1. Do you think Clyde's classmates would behave any differently if he didn't get so angry when teased?
2. Is it all right for girls and boys and even grownups to cry sometimes? Why or why not?
3. Do you think Clyde's plan for crying less was a good one?

---- OBJECTIVE: The student will be able to state the problem and at least one possible solution.

ACTIVITY:

When the teachers observe a problem occurring in the classroom or hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

ACTIVITY:

Role Play "What Would Happen" or "What If"

a. playground rules are not followed
b. safety rules are not followed
c. school rules are not followed
d. a boy forgot to feed his pet hamster
e. a girl left her bicycle in the street when she was finished playing
f. a girl talked back to her mother
g. a boy pushed another boy at the drinking fountain, etc.
h. if you don't have anyone to play with at recess
i. someone keeps running through your game (jump rope)
j. someone took something out of your desk, tote tray and/or lunch
k. no one is on duty at recess
l. you report a school violation to a teacher and you think he/she doesn't do anything about it

ACTIVITY:

Role-play incorrect use of playground equipment and its consequences.

ACTIVITY:

Using stick puppets or role-playing to portray workers, the pupils can inact an original skit "Who Runs My School." Pupils can speculate on what would happen if one of the "cast" did not do their job.

ACTIVITY:

Creative Writing

What would happen if people did not finish their jobs?

a. dentist pulled your tooth halfway?
b. carpenter didn't finish the roof?
c. firefighter left before the fire was out?
d. you are in classroom without a teacher for a day?
e. the hot lunch service ran out of food when it was your turn?
f. you were sent to the office for a spanking and the principal's paddle was broken?

--- OBJECTIVE: The student will be able to relate the similarities and differences between home roles and school roles.

ACTIVITY:

Collection

Children bring in toys made of metal, wood or leather (tractor, fire engine, baseball bats, baseball mitts, etc.). Demonstrate use. Discuss source and workers involved in the making of the toys.

ACTIVITY:

Make a chart of all the people who must know compass directions in their jobs.

Examples:
- ambulance driver
- firefighter
- bus driver
- pilot
- police worker
- taxi driver
- truck driver
- doctor

---- OBJECTIVE: The student will be able to relate the similarities and differences between home roles and school roles.

ACTIVITY:

Language Art Trees

Use real tree branches suspended or trees drawn on poster board. Label each one with a skill (reading, writing, listening, speaking). Decorate each tree with names of workers at home and school who use these skills.

ACTIVITY:

Discussion

When you have a problem with your sister or brother, what do you do to get along better? How can this help you in getting along at school?

ACTIVITY:

Discussion

How do members of your family help you? What do you do to show your appreciation? What things have you learned from others in your family? What have you taught one of them?

Relate these same questions to your "school family."

ACTIVITY:

Ask the class to make a list of people who help in school and at home.

Examples:
mother
father
sister
grandfather

teacher
nurse
principal
noon supervisor

Discuss how each of these people help others. Discuss how they are alike and how they are different.

ACTIVITY:

Have students observe a kindergarten class. Ask them to help make a list of things they see the kindergarten students doing. How can each activity help the kindergarten student?

--- OBJECTIVE: The student will become aware of the money it takes to buy food.

ACTIVITY:

Students will visit a grocery store, noting the various prices for basic foods (bread, milk, etc.).

Open a store using empty boxes with prices. Role play clerks, buyer, etc.

--- OBJECTIVE: The student will become aware of jobs necessary to maintain the home.

ACTIVITY:

List the many jobs (services) we need in order to maintain a home.

Science
Self Awareness
1

OBJECTIVE: The students will become aware of their body in parts and whole.

ACTIVITY:

Measure and weigh each child. Make a bar graph for height and let each child color in their chart.

--- OBJECTIVE: The student will become aware of their place as a family member.

ACTIVITY:

Have children list family members in their own families. Under each, they can list job responsibilities that each person can perform.

--- OBJECTIVE: The students will know that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

1. Pupil will draw a picture of themselves for a class bulletin board, "PROUD TO BE ME." Using this, he/she can describe some of the likenesses and differences between their self and their classmates.
2. Using Duso Kit, learn the song, "I'm Glad That I Am Me."

--- OBJECTIVE: The student will realize that their aptitudes, abilities, etc. change as they get older.

ACTIVITY:

Each child will demonstrate things he/she can do that a baby cannot do.

--- OBJECTIVE: The student will become familiar with the many different occupations.

ACTIVITY:

Draw pictures of people who help us. Separate inside jobs from outside jobs.

grocer
doctor
dentist
tree trimmer
butcher
fire worker
paramedic
police worker
clothing salesperson
ice cream vendor
mail worker
minister
baker

--- OBJECTIVE: The student will become aware that many people may work at one job to make one product.

ACTIVITY:

List on a chart or collect pictures of the tasks children do at home. Have students help classify these tasks in categories:

a) things we do alone, for ourselves and others;
b) things we do together;
c) things that are done for us.

OBJECTIVE: The student will realize that jobs can make people happy.

ACTIVITY:

Draw a picture of someone who is happy with his or her work.

---- **OBJECTIVE:** The students will be able to demonstrate safety factors dealing with their particular jobs.

ACTIVITY:

Charts

Have each child keep a chart of jobs done at home, illustrating favorite jobs and the ones they like to do least. Discuss safety factors involved, i.e. putting toys away; drying dishes; in case of broken dish, care in handling; mowing lawn, etc. Compare with workers who help to keep us safe, i.e. doctors, police workers, fire workers, crossing guards, principals, packager for supermarket.

--- OBJECTIVE: The student will become aware that often people work together to get a job done.

ACTIVITY:

Field Trip

Take a field trip to a garage or factory where people work together to get a job done quickly and more efficiently than one person alone.

--- OBJECTIVE: The student will become aware that the type of hands people have may determine the type of work they do.

ACTIVITY:

Investigation

Let children take home sheets of drawing paper to trace around the hands of some adults (parents or others) and find out what work these hands do. Children should understand that the type of hands does not **limit** the type of work, but could enhance it.

--- OBJECTIVE: The student will become aware that more and more jobs are open to both sexes.

ACTIVITY:

Survey

Using the "want ads" from the newspaper, compile a list of jobs advertised that would be for men and for women. Point out that this is mostly **custom**, and there is usually no real reason. Children should realize that women are now doing many jobs that once only men did. Discuss why some jobs are advertised for men and some for women. See that children realize most jobs can be done by either sex. They should know that there are male nurses, airline stewards; female construction workers, flagwomen as well as flagmen, female ministers.

--- OBJECTIVE: The student will be able to associate certain tools with certain different types of work.

ACTIVITY:

Guessing Box

Place the following tools in a covered box:

hammer
flashlight
paintbrush
wooden spoon
spatula
thread
trowel
work glove

Guessing Box (con't)

Without looking in the box, the child will feel the tool and name the worker who needs it, i.e. carpenter uses the hammer.

--- OBJECTIVE: The student will become aware of the fact that there are many things to consider when looking for jobs.

ACTIVITY:

Students will discuss the following questions:

1. What do you want to do?
2. Where will you work?
3. What tools will you need?
4. What transportation will you use?
5. What hours will you work?
6. What kind of boss do you want to have?
7. How much will you earn?
8. What part of your job do you think you will like best?

--- OBJECTIVE: The student will demonstrate an appreciation for and an understanding of each individual in the home, school and community.

ACTIVITY:

Check inventory file of parents and find one who could come to school to demonstrate: cake decorating, stitchery, woodcraft, etc.

--- OBJECTIVE: The student will become aware that there are some jobs that may not appeal to them because of certain working conditions.

ACTIVITY:

Discussion:

1. What if no one wanted to work at night? (baker, night cleaner, night watchperson, truck driver)
2. What if no one wanted to work in hot places? (boiler room, kitchen)
3. What if no one wanted to work lifting heavy things? (delivery person, stock person, mover)
4. What if no one wanted to work with other people? (supermarket, laundry, teacher, doctor)

OBJECTIVE: The student will recognize that individuals differ in their interests, and will demonstrate an appreciation for and understanding of each individual in the school.

ACTIVITY:

Make a "Happiness Is" picture pertaining to some kind of work.

OBJECTIVE: The student will be able to recognize many areas in which people work.

ACTIVITY:

Collection of Media

Make a collage of workers in different jobs and shellac it.

Repeat this activity with pictures of people working together.

ACTIVITY:

Stick Puppets

Draw astronauts; cut out and mount on sticks. Place the work done against a background of the moon surface. Have children develop conversation to use with the puppets as they work on them.

OBJECTIVE: The student will be able to state the problem, at least two alternatives and consider the consequences of each alternative.

ACTIVITY:

Unfinished story: "What Should Clyde Do?"

It was a big problem, and it seemed to be getting worse. Mother said it was all in his mind. Dad said it was physiological, whatever that meant. Grandmother said he wasn't getting enough sleep. The boys said he was a great big crybaby –– period. The fact was that every time something didn't go just right –– if somebody tripped him or beat him at checkers –– Clyde started to cry.

He fought against it, but even though he bit his lips and squeezed his eyes shut, his mouth would tremble and the fat tears would begin sliding down his cheeks. Then the other kids would jeer and the whole ocean would come gushing out. It made Clyde hate himself and everybody else. How many times had he heard somebody say that boys weren't supposed to cry?

"Clyde, Clyde, run and hide," the boys yelled, or "Crybaby; Clyde-baby, do you want your mamma, maybe?" Clyde would be so furious he would lash out blindly with his fists, and once he got sent to the principal.

Last Thursday was the worst. Clyde was giving his book report in front of the room and had meant to say, "building a boat," but said, "boading the bilt," instead. Instantly the room was filled with laughter. Clyde stopped. He felt the blood rushing to his face. He tried to go on, but he felt his lips tremble, his eyes cloud, and the next moment he was bawling in front of the whole class.

"That's okay, Clyde," said Mr. Jackson. "When you feel ready, go right on. We all make mistakes and that was really just a funny one, wasn't it?"

But it wasn't funny to Clyde. As he walked home that afternoon, he made up his mind. Unless he had to, he wasn't going to do anything or go anyplace or talk to anyone, ever again. He was through with being embarrassed. He'd stay in his room and fool with his trains and watch television, and it would be Clyde the Loner from now on. He knew it wouldn't make him happy, but it would be better than going on like this. Or would it be better? What should Clyde do?

Possible Discussion Topics:

1. Do you think Clyde's classmates would behave any differently if he didn't get so angry when teased?
2. Is it all right for girls and boys and even grownups to cry sometimes? Why or why not?
3. Do you think Clyde's plan for crying less was a good one?

ACTIVITY:

Unfinished story

The sign on the gym door read: Register Your Pets Here for the Jones School Fourth Annual Pet Show.

Mark walked into the gym and took his place in line to register his dog, Mumps. He looked down at her and wished she didn't look so much like a rug on the gym floor. He almost wished she were a mean dog. Then at least she'd be barking, like Barry's hound, or growling, or something.

"Well, if it isn't Mark and Mumps, the Mad Killer Dog." Mark tried to pretend he hadn't heard Tom Kirby speak. "What category are you going to enter it in?" asked Tom. "You'd better not be too hard on the poor mutt. Enter her in Man's Best Friend, why don't you? All she has to do then is look friendly and not bite the judges."

Mark looked straight ahead and tried not to listen to the kids laughing in the lines. How dare they make fun of his dog! So she was a mutt. So what was so bad about that? He'd show them. He'd enter Mumps in the Smart Dog Category and teach her a trick before the show tomorrow. But she might forget it and they'd both look silly. Or maybe he should enter her in the Sit Up and Beg category. She could do that . . . sometimes . . . if she really felt like it. But would she feel like it?

Or maybe he'd enter her in the Man's Best Friend category after all. She'd probably be friendly. Or maybe he should just forget the whole thing. At least she couldn't lose that way, and Mumps was his friend. She didn't have to win any prizes for him.

The line was moving up, and at any moment Mark would be given a registration form for Mumps. And once he filled out that form, Mark's dog would be in the show, in the category he chose for her. What was he going to do? Which one would you choose?

1. What is Mark's problem?
2. What are his choices?
3. What does he think will happen if he enters Mumps in the Smart Dog category? The Sit Up and Beg category? The Man's Best Friend category? What about forgetting the whole thing?
4. Does he have any other choices? What, if any? What might happen then?
5. What would you do? Why?

ACTIVITY:

When the teachers observe a problem occurring in the classroom or one that has just occurred in the hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

ACTIVITY:

Unfinished story

It was morning and Andy was angry with his mother.

"Why do I have to eat this old cereal all the time?" he asked. "When Jimmy doesn't want to eat his cereal, his mother doesn't make him do it. I'd rather live at Jimmy's than here."

"Oh, Andy," his mother answered, "you really don't want to go somewhere else to live, do you?"

"Maybe I do!" Andy shouted. "And Jimmy's big brother doesn't pick on him, either, like Tom picks on me."

"Stop shouting so," his mother said. "Do you want me to call Jimmy's mother and see if she'll let you live there?"

"Awww," Andy groaned. He made a terrible face as he swallowed the last of the cereal. "Maybe I'll go away and live all by myself! No family at all!" he said in a very loud voice. But his mother had begun to wash the breakfast dishes and she didn't even seem to be listening, so Andy went stomping away from the table. "Nobody even cares if I stay here or not," he muttered. He stood thinking for a minute, then he made up his mind. He was really going to run away. He went into his room and began to pack. The first things he got were his baseball cap and a red and blue shirt; then he got a bag of orange jelly beans and ten cents he had hidden away in a drawer. Andy put everything in a paper bag, tucked the bag under his arm, and walked right out the front door. Nobody was even looking. He was on his way! No more cereal. No more going to bed early. And he wouldn't have to share anything with anybody. And no more scoldings from Mother and spankings from Dad. "I'll show 'em," he said out loud. Andy walked and ran and swung his paper bag over his head. He skipped and skipped and he even laughed. After what seemed like a long time, he came to a park and sat down under a tree. All of a sudden he was really hungry, so he got his jelly beans out of the bag. He put on his baseball cap and started to eat. He looked around at the people walking in the park, but he didn't see anyone he knew. When he had finished all his jelly beans, Andy started to think about what he should do next. He could go to Jimmy's, but maybe Jimmy's mom would call his mom and spoil everything. And Jimmy's family had so many children anyway that they might not have room for him to live there. He could go to his grandmother's but he wasn't quite sure he could find his way there without getting lost. He could spend the afternoon at the zoo. That was a good idea. But . . . what would he do after that?

As a matter of fact, Andy wondered, what do you do exactly when you run away? Andy suddenly noticed that most of the other people in the park were gone. He looked up and saw big dark clouds. It looked like it was really going to rain hard. He wished he had brought his jacket if it would be raining at night, when he would sleep outside. He thought for just a minute about his bed at home. Then it started to rain. Andy couldn't help thinking about how dry and warm it would be at home. He thought about his mother's good toasted cheese sandwiches and how much he would like one right now. Oh, boy, was he hungry! And wet. And a little bit lonesome. "What should I do now?" Andy wondered.

How do you think things might work out if this were the last line of Andy's story?

Unfinished story (con't)

a) Just then, a policeman happened to come along.
b) And so, Andy ran home as fast as he could. He wondered what Mother would say when she saw him.
c) Andy happened to notice a telephone booth on the corner.
d) All of a sudden, Andy saw his friend Jimmy and Jimmy's mother walking down the street.
e) Down the block, a familiar green car was parked at the curb. Andy looked at it hard – yes! It was his car, all right, and Mother was sitting in it, looking in his direction.

ACTIVITY:

Unfinished story

Gina knew it was a magic bookshop as soon as she saw it, because she could see magic things. The books, all as tall as she was, stood on the floor, and the characters walked in and out of the pages. The Old Woman Who Lived in a Shoe was trying to get her children to come in for supper. Two of them ran out of the book and across the floor toward Gina. They giggled as they ran. Then one of the bears from "Goldilocks and the Three Bears" lumbered out of the book toward them. The two children lost no time getting back to the safety of their own book. Now it was Gina's turn to giggle.

"I've been expecting you, Gina," the owner of the bookshop said. He was a little man with blue eyes and blue hair and a long blue beard that reached to his toes. "I knew you'd find my shop." Then he sighed. "So few children can see magic anymore. I haven't had a customer all day. . Can you bring me some customers?"

She wished he hadn't asked. How could she convince her friends that there really was magic in the world? She didn't know what to say to the little man.

a) What is the problem here?
b) What are some ways that Gina might handle this situation?

ACTIVITY:

Unfinished story: "What Should Christy Do?"

Unlike lots of girls, Christy was crazy about her little brother. Not only was he the cutest little towhead in the second grade, but he was always telling wild tales that made her laugh.

It was fun for sixth-grader Christy to meet Charlie in the hall, or watch him on the playground, or peep into the second-grade room where he sat with his little sneakered feet tucked under his chair.

One afternoon at recess, Christy and some other sixth-grade girls were making mats out of dandelion stems. Christy had gone around the side of the building to get more dandelions when the bell rang. Just as she turned the corner, she saw her little brother pick up a big rock, throw it through the cafeteria window, and scurry to the back of the building.

Unfinished story: "What Should Christy Do?" (con't)

Although no one else was in sight outdoors, Christy felt that someone inside the building would certainly have seen Charlie break the window and report it to the principal. She went to her room, but was so worried about Charlie that she finally asked her teacher for permission to leave the room. She went to the office prepared to stand by her little brother during what she was sure would be an unpleasant interview.

When she got to the office, sure enough, there was Charlie talking to the principal. He didn't look unhappy, however.

When he saw her, he said cheerfully, "Hi, Christy. I'm telling Mr. Clark how I saw Michael Lansing throw a rock through the cafeteria window."

"Michael Lansing!" Christy said.

Charlie nodded. "He just picked up a big stone and – pow – right through the window. Miss King asked if anybody knew about the window, so I told her, and she sent me to tell Mr. Clark.

Christy knew Michael Lansing. He was always getting into trouble. But this was one thing he hadn't done. She had seen Charlie throw the rock, and now, to make matters worse, he had made up a deliberate lie about it.

She hated to think what the principal would say to Charlie if he learned the truth, and she hated to imagine how their parents would punish her brother when they heard the story. Of course, he had done two very bad things, and deserved to be punished, but was it up to her to tell on him? It certainly wasn't fair for Michael Lansing to be blamed, but how she hated to be the one to get Charlie in trouble. What should Christy do?

Social Studies
Decision Making
2

OBJECTIVE: The student will be able to state the problem, at least two alternatives, and consider the consequences of each alternative.

ACTIVITY:

For each of the following questions, place an X before your answers.

1. Find at least three things that make you think of a city.

__________ street lights
__________ many tall buildings
__________ empty fields
__________ the same as a farm
__________ always wet and cold
__________ many houses
__________ fields of tall corn
__________ a very big town
__________ many big schools
__________ stores with elevators

2. Find at least three things that make you think of a field.

__________ baby rabbits playing
__________ a tractor working
__________ cellar stairs
__________ a place at the farm
__________ boats in the water
__________ tall buildings and streets
__________ big enough for a circus
__________ a street corner nearby
__________ corn and wheat
__________ a place to keep horses

3. Find at least three things that make you think of the sea.

__________ stones and sand nearby
__________ some starfish
__________ a robin in the field
__________ catching big fish
__________ where to keep a tractor
__________ where to keep a horse
__________ big and small boats
__________ the same as a seesaw
__________ playing in the water
__________ the noise of water

4. Find at least three things that make you think of a circus.

__________ lions in a cage
__________ an elephant parade
__________ monkeys chattering
__________ beautiful white houses
__________ mountains nearby
__________ empty apartments
__________ a big tent for animals
__________ a place to keep boats
__________ boxes of small books
__________ a day for fun

ACTIVITY:

Problems to Be Solved

What do you do if . . . .

1. you have a toothache
2. you lost a key to the house
3. your bicycle tire blows out
4. you have a bad fever
5. your shoe has a hole
6. your pen will not write

Math
Educational Awareness
2

OBJECTIVE: The student will be able to identify necessary educational skills required to be a community helper.

ACTIVITY:

Peanut Butter Logs – a homemade candy you don't have to cook*

Ingredients

1	cup chunky peanut butter
2	tablespoons butter or margarine
1¼	cups sifted confectioners' sugar
3	cups crisp rice cereal
	chopped peanuts

Procedure

In mixing bowl, blend together peanut butter and butter or margarine; stir in confectioners' sugar. Add cereal, mixing well, crushing slightly. Shape into three logs, 7 x 1¼ inches. Pat peanuts over logs. Wrap in foil or clear plastic wrap; chill. Slice ½ inch thick. Makes 1 pound.

* During this activity, dicuss how reading and math are used in everyday living.

OBJECTIVE: The student will be able to identify necessary educational skills required to be a community helper.

ACTIVITY:

Language Art Trees

Use real tree branches suspended or ones drawn on poster board or blackboard. Label each one with a skill (reading, writing, listening, speaking) and decorate each tree with names of workers in the community who use these skills.

ACTIVITY:

Flannel board – Helpers Who Keep Us Safe

Collect and talk about pictures of tools for safety.

Set up a chart on classroom rules for safety. Compare with rules workers must observe for safety (bus drivers, miners, pilots,, construction workers, police workers, fire fighters, welders, etc.)

Resource people: police workers, fire fighters, construction workers, etc.

Field trip: fire station

OBJECTIVE: The student will be able to identify necessary educational skills required to be a community helper.

ACTIVITY:

Collection

Have children bring in toys of metal (tractor, fire engine), wood (baseball bats) and leather (baseball mitts, baseballs). Demonstrate use. Discuss source and workers involved.

ACTIVITY:

Make a chart of all people who must know compass directions in their jobs (ambulance driver, fire fighter, bus driver, pilot, police workers, taxi driver, truck driver, doctor).

Discuss what might happen if one of these workers became lost.

---- **OBJECTIVE:** The students will become aware of their place as a family member.

ACTIVITY:

Have children make pictures of themselves doing their mothers' jobs when mothers are sick. Discuss which jobs they can do, and which are too difficult.

---- **OBJECTIVE:** The students will recognize that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

Make thumb print pictures on 3x5" cards, using a stamp pad. Let children design a person or animal around the print. They may examine all other prints to find similar ones.

--- OBJECTIVE: The students will become aware of their place as a family member.

ACTIVITY:

Each child lists members of his/her own family. Under each, have child list job responsibilities each can perform.

--- OBJECTIVE: The students will recognize that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

Pupils will draw a picture of themselves for a class bulletin board, "PROUD TO BE ME." Using this they can describe some of the likenesses and differences between themselves and their classmates.

--- OBJECTIVE: The students will realize that their aptitudes, abilities, etc., change as he/she gets older.

ACTIVITY:

Have children demonstrate things they can do that a baby cannot do.

--- OBJECTIVE: The students will be able to relate their interests, aptitudes, abilities, values and attitudes to their tentative occupational choice.

ACTIVITY:

Name jobs children can do. Teacher can hold up large pictures of a city street, a farm, a carnival, a classroom. Children can name jobs they could do in relation to each scene.

Science
Self Awareness
2

OBJECTIVE: The students will become aware of their body in parts and whole.

ACTIVITY:

Measure and weigh each child. Make a bar graph for height and let each child color in his bar.

---- **OBJECTIVE:** The student will become aware of jobs necessary to maintain the home.

ACTIVITY:

List the many jobs (services) we need in order to maintain a home.

---- **OBJECTIVE:** The student will become aware of the money it takes to buy food.

ACTIVITY:

Students will visit a grocery store noting the prices for various basic foods (bread, milk, eggs, etc.) Open a "store" using empty boxes with prices stamped on. Have a clerk, customer, etc.)

---- **OBJECTIVE:** The students will be able to relate their interests, aptitudes, abilities, values and attitudes to their tentative occupational choice.

ACTIVITY:

Investigation

Have children cut up old catalogs, looking for pictures of **needs** and pictures of **wants.** The children will begin to realize that what is a need for one person might be a want (luxury) for someone else.

ACTIVITY:

Role play

Children will make believe they are workers needed to build a house. They wear a name tag and tell the class about themselves and what they do.

1. Who I am;
2. What tools I use;
3. Where the tools come from;
4. What materials I use;
5. Where the materials come from.

---- **OBJECTIVE:** The student will become aware that many individuals have been successful in more than one career.

ACTIVITY:

Concentration: cards are placed face down and each player in turn chooses two cards to turn over. They must find some way to relate the two jobs to each other.

Materials: set of pictures on cards depicting various occupations.

---- **OBJECTIVE:** The student will become aware that certain jobs are necessary to sustain life.

ACTIVITY:

Collage

What people in our community help us to live healthier, longer lives? Possible responses:

doctors
nurses
garbage collectors
street cleaners
research scientists
public health officials

Materials: old magazines, glue, construction paper, scissors.

---- **OBJECTIVE:** The student will become aware that most occupations are dependent on other occupations.

ACTIVITY:

Mobile

Construct a mobile showing interdependence among different occupations in the community.

Materials: sticks, string, construction paper.

---- **OBJECTIVE:** The student will become aware that different jobs exist in different locations.

ACTIVITY:

Map of North America

Mark on the map where your relatives live. Tell what jobs they have. Make a comparison chart to show likenesses and differences between the jobs in our area and their area.

Materials: map of North America, chart paper.

--- OBJECTIVE: The student will become aware that in every community there must be a variety of workers.

ACTIVITY:

Collage

Show people in the community according to the kind of contribution they make.

a) people with skills (electricians)
b) people with health and strength and knowledge to get certain jobs done (garbage collection or gardeners)
c) people who make the environment beautiful (artists, musicians, architects)
d) people with ideas (scientists, engineers, authors)

Materials: old magazines, glue, construction paper, scissors.

--- OBJECTIVE: The student will become aware of the importance of individuals getting along with one another.

ACTIVITY:

Set up an assembly line to produce an art project. Divide the class into small groups, and in each group have one child draw, one child cut, one child paste, one child color (activities will vary with project). Show how the project will be successful if each person does their job.

OBJECTIVE: The student will be able to relate to a job.

ACTIVITY:

Role Playing

Role of a shopkeeper, custodian, doctor, travel agent, etc. Have different children play the same role. Children should find out about the responsibilities of a person in this job before they play the role.

Activity can be changed periodically to include a variety of occupations.

ACTIVITY:

Role Play

Jobs of community workers and family workers. Pantomimes could also be used. Let children try to guess the jobs portrayed.

ACTIVITY:

Give each child an envelope containing letters which spell out the title of a community worker. Have them unscramble the work and write a poem about the worker, relating what they do, where they work, and how they help.

OBJECTIVE: The student will find materials that relate to many areas of work, and will be able to recognize and classify them into general classifications.

ACTIVITY:

Compile a list of occupations of parents. Children should be able to write what their parents do in a simple description. These might be put together in a booklet.

ACTIVITY:

Game (alphabetical order)

The children might play a game to see how many different occupations they can name in alphabetical order. The first child on each team names an occupation beginning with the letter "A"; the second team names an occupation beginning with "B"; and so on. If a child misses, he/she takes his/her seat. When the teams have gone through the alphabet, the team with the most players left wins the game.

---- OBJECTIVES: The student will be able to construct projects showing interaction and relativity of different occupations.

ACTIVITY:

Creative Writing

Write stories, poems or songs about jobs that people do. Use work songs to enhance the writing ("I've Been Working on the Railroad," "This Is the Way I Wash My Clothes," etc.).

--- OBJECTIVE: The student will be able to construct projects showing interaction and relativity of different occupations.

ACTIVITY:

Map Study & Use: Collection

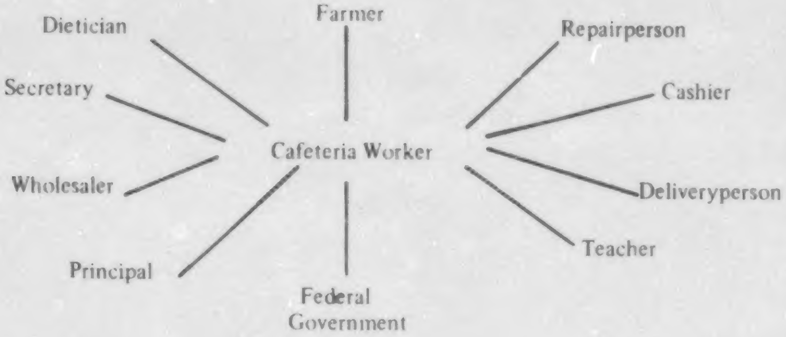
Have students collect and mount pictures showing workers who need to use maps in their work. (Taxi driver, housewife, ambulance driver, pilot, truck driver, fire and police workers, etc.)

ACTIVITY:

Bulletin Board, Poster, or Chart

Construct a chart showing the interaction and interdependence among different occupations in the community.

EXAMPLE:


Dietician
Farmer
Repairperson
Secretary
Cashier
Cafeteria Worker
Wholesaler
Deliveryperson
Teacher
Principal
Federal Government

--- OBJECTIVE: The student will be aware of the importance of individuals getting along with each other.

ACTIVITY:

Filmstrip: "You Got Mad, Are You Glad?"

--- OBJECTIVE: The students will find materials that relate to many areas of work, and will be able to recognize and classify them into general classifications.

ACTIVITY:

List and be able to discuss the great variety of workers needed in a town.

ACTIVITY:

Bulletin Board

Develop a bulletin board around parents' occupations. Children can either cut out pictures from magazines or draw pictures of their own.

ACTIVITY:

Media

Through the use of media (newspapers, magazines, etc.) illustrate the variety of jobs in the world of work. Bring in classified advertisements containing such information as:

a. description of job
b. education required
c. experience needed to enter job
d. salary
e. fringe benefits (explain)
f. advancement possibilities
g. how to contact employer

--- OBJECTIVE: The student will be able to relate to a job

ACTIVITY:

Role play the types of jobs the Pilgrims did in England, and the types of jobs they did when they came to America. Incorporate the role of the Indian in the Pilgrim community.

EXAMPLE:

ENGLAND	AMERICA
Carpenter	Homebuilder Protector Farmer

––– OBJECTIVE: The student will become aware of and demonstrate an appreciation for and an understanding of each individual in the home.

ACTIVITY:

"A Book About Me"

Make appropriate drawings for the following:

Sometimes I feel happy. Here is something that makes me happy:
Sometimes I feel sad. Here is something that makes me sad:
Sometimes I feel mad. Here is something that mades me mad:
Sometimes I am surprised. Here is something that surprised me once:

Materials: four sheets of construction paper, pencils, crayons, paints and brushes.

––– OBJECTIVE: The student will recognize that individuals differ in their interests. The student will demonstrate an appreciation for and an understanding of each individual in the school.

ACTIVITY:

Make a "Happiness Is" picture and/or booklet pertaining to some kind of work.

Materials: paper, crayons or paint

––– OBJECTIVE: The student will find materials that relate to many areas of work, and will be able to recognize and classify them into general classifications.

ACTIVITY:

How do our physical surroundings affect leisure time activities? Are leisure time activities influenced by the type of jobs people do? Make drawings, use snapshots or magazine pictures to make a display of these activities in our community. Show any relationship to jobs.

Materials: paper, magazines, scissors, glue, snapshots, crayons.

--- OBJECTIVE: The student will be able to solve a problem by considering alternatives, consequences and the feelings of others.

ACTIVITY:

Unfinished story: "What Should Clyde Do?"

It was a big problem, and it seemed to be getting worse. Mother said it was all in his mind. Dad said it was physiological, whatever that meant. Grandmother said he wasn't getting enough sleep. The boys said he was a great big crybaby –– period. The fact was that every time something didn't go just right –– if somebody tripped him or beat him at checkers –– Clyde started to cry.

He fought against it, but even though he bit his lips and squeezed his eyes shut, his mouth would tremble and the fat tears would begin sliding down his cheeks. Then the other kids would jeer and the whole ocean would come gushing out. It made Clyde hate himself and everybody else. How many times had he heard somebody say that boys weren't supposed to cry?

"Clyde, Clyde, run and hide," the boys yelled, or "Crybaby; Clyde-baby, do you want your mamma, maybe?" Clyde would be so furious he would lash out blindly with his fists, and once he got sent to the principal.

Last Thursday was the worst. Clyde was giving his book report in front of the room and had meant to say. "building a boat," but said, "boading the bilt," instead. Instantly the room was filled with laughter. Clyde stopped. He felt the blood rushing to his face. He tried to go on, but he felt his lips tremble, his eyes cloud, and the next moment he was bawling in front of the whole class.

"That's okay, Clyde," said Mr. Jackson. "When you feel ready, go right on. We all make mistakes and that was really just a funny one, wasn't it?"

But it wasn't funny to Clyde. As he walked home that afternoon, he made up his mind. Unless he had to, he wasn't going to do anything or go anyplace or talk to anyone, ever again. He was through with being embarrassed. He'd stay in his room and fool with his trains ans watch television, and it would be Clyde the Loner from now on. He knew it wouldn't make him happy, but it would be better than going on like this. Or would it be better? What would Clyde do?

Possible Discussion Topics:

1. Do you think Clyde's classmates would behave any differently if he didn't get so angry when teased?
2. Is it all right for girls and boys and even grownups to cry sometimes? Why or why not?
3. Do you think Clyde's plan for crying less was a good one?

ACTIVITY:

Unfinished story

The sign on the gym door read: Register Your Pets Here for the Jones School Fourth Annual Pet Show.

Mark walked into the gym and took his place in line to register his dog, Mumps. He looked down at her and wished she didn't look so much like a rug on the gym floor. He almost wished she were a mean dog. Then at least she'd be barking, like Barry's hound, or growling, or something.

"Well, if it isn't Mark and Mumps, the Mad Killer Dog." Mark tried to pretend he hadn't heard Tom Kirby speak. "what category are you going to enter it in?" asked Tom. "You'd better not be too hard on the poor mutt. Enter her in Man's Best Friend, why don't you? All she has to do then is look friendly and not bite the judges."

Mark looked straight ahead and tried not to listen to the kids laughing in the line. How dare they make fun of his dog! So she was a mutt. So what was so bad about that? He'd show them. He'd enter Mumps in the Smart Dog Category and teach her a trick before the show tomorrow. But she might forget it and they'd both look silly. Or maybe he should enter her in the Sit Up and Beg category. She could do that . . . sometimes . . . if she really felt like it. But would she feel like it?

Or maybe he'd enter her in the Man's Best Friend category after all. She'd probably be friendly. Or maybe he should just forget the whole thing. At least she couldn't lose that way, and Mumps was his friend. She didn't have to win any prizes for him.

The line was moving up, and at any moment Mark would be given a registration form for Mumps. And once he filled out that form, Mark's dog would be in the show, in the category he chose for her. What was he going to do? Which one would you choose?

1. What is Mark's problem?
2. What are his choices?
3. What does he think will happen if he enters Mumps in the Smart Dog category? The Sit Up and Beg category? The Man's Best Friend category? What about forgetting the whole thing?
4. Does he have any other choices? What, if any? What might happen then?
5. What would you do? Why?
6. How did Mark feel after Tom Kirby's comments?

ACTIVITY:

Unfinished story

It was morning and Andy was angry with his mother.

"Why do I have to eat this old cereal all the time?" he asked. "When Jimmy doesn't want to eat his cereal, his mother doesn't make him do it. I'd rather live at Jimmy's than here."

"Oh, Andy," his mother answered, "you really don't want to go somewhere else to live, do you?"

"Maybe I do!" Andy shouted. "And Jimmy's big brother doesn't pick on him, either, like Tom picks on me."

"Stop shouting so," his mother said. "Do you want me to call Jimmy's mother and see if she'll let you live there?"

"Awww," Andy groaned. He made a terrible face as he swallowed the last of the cereal. "Maybe I'll go away and live all by myself! No family at all!" he said in a very loud voice. But his mother had begun to wash the breakfast dishes and she didn't even seem to be listening, so Andy went stomping away from the table. "Nobody even cares if I stay here or not," he muttered. He stood thinking for a minute, then he made up his mind. He was really going to run away. He went into his room and began to pack. The first things he got were his baseball cap and a red and blue shirt; then he got a bag of orange jelly beans and ten cents he had hidden away in a drawer. Andy put everything in a paper bag, tucked the bag under his arm, and walked right out the front door. Nobody was even looking. He was on his way! No more cereal. No more going to bed early. And he wouldn't have to share anything with anybody. And no more scoldings from Mother and spankings from Dad. "I'll show 'em," he said out loud. Andy walked and ran and swung his paper bag over his head. He skipped and skipped and he even laughed. After what seemed like a long time, he came to a park and sat down under a tree. All of a sudden he was really hungry, so he got his jelly beans out of the bag. He put on his baseball cap and started to eat. He looked around at the people walking in the park, but he didn't see anyone he knew. When he had finished all his jelly beans, Andy started to think about what he should do next. He could go to Jimmy's, but maybe Jimmy's mom would call his mom and spoil everything. And Jimmy's family had so many children anyway that they might not have room for him to live there. He could go to his grandmothers' but he wasn't quite sure he could find his way there without getting lost. He could spend the afternoon at the zoo. That was a good idea. But . . . what would he do after that?

As a matter of fact, Andy wondered, what do you do exactly when you run away? Andy suddenly noticed that most of the other people in the park were gone. He looked up and saw big dark clouds. It looked like it was really going to rain hard. He wished he had brought his jacket if it would be raining at night, when he would sleep outside. He thought for just a minute about his bed at home. Then it started to rain. Andy couldn't help thinking about how dry and warm it would be at home. He thought about his mother's good toasted cheese sandwiches and how much he would like one right now. Oh, boy, was he hungry! And wet. And a little bit lonesome. "What should I do now?" Andy wondered.

****

Unfinished story (con't)

How do you think things might work out if this were the last line of Andy's story?

a) Just then, a policeman happened to come along.
b) And so, Andy ran home as fast as he could. He wondered what Mother would say when she saw him.
c) Andy happened to notice a telephone booth on the corner.
d) All of a sudden, Andy saw his friend Jimmy and Jimmy's mother walking down the street.
e) Down the block, a familiar green car was parked at the curb. Andy looked at it hard – yes! It was his car, all right, and Mother was sitting in it, looking in his direction.

ACTIVITY:

Unfinished story

Gina knew it was a magic bookshop as soon as she saw it, because she could see magic things. The books, all as tall as she was, stood on the floor, and the characters walked in and out of the pages. The Old Woman Who Lived in a Shoe was trying to get her children to come in for supper. Two of them ran out of the book and across the floor toward Gina. They giggled as they ran. Then one of the bears from "Goldilocks and the Three Bears" lumbered out of the book toward them. The two children lost no time getting back to the safety of their own book. Now it was Gina's turn to giggle.

"I've been expecting you, Gina," the owner of the bookshop said. He was a little man with blue eyes and blue hair and a long blue beard that reached to his toes. "I knew you'd find my shop." Then he sighed. "So few children can see magic anymore, I haven't had a customer all day. . Can you bring me some customers?"

She wished he hadn't asked. How could she convince her friends that there really was magic in the world? She didn't know what to say to the little man.

a) What is the problem here?
b) What are some ways that Gina might handle this situation?
c) How did Gina feel?
d) How did the owner of the bookshop feel?

ACTIVITY:

Unfinished story: "What Should Peggy Do?"

"It's a secret!"

Peggy could see Joan waving at her from across the school yard. She smiled to herself. Joan was so crazy. She was always thinking up silly things to do, and everyone liked her –– and loved her secrets!

Once Joan had hidden a live chicken in her desk. Another time she had passed around rubber cookies that looked like real ones. So when she called out that she had another secret, Peggy hurried over.

"Promise you won't tell," demanded Joan.

"Oh, yes, I promise I won't tell," said Peggy.

"Cross your heart and hope to die?" Joan asked solemnly.

"Cross my heart and hope to die."

"Raise five fingers to the sky and say you'll sass your mother," Joan instructed.

Wow! This was serious. Peggy raised one hand and promised to sass her mother if she ever dared tell the secret. "Okay," Joan leaned over and cupped her hand to Peggy's ear. "Dick Everly found the principal's car keys and has them in his pocket.

Peggy's mouth dropped open. "He's going to give them to her, isn't he?"

"Of course not. That will be half the fun, watching her hunt for them. We're going to stay here on the swings after school and see what happens.

The school bell rang as Peggy opened her mouth to answer. As the girls ran toward the building, Joan said, Remember, you **promised**."

All through social studies, Peggy wondered about those keys. Maybe Dick would change his mind. Maybe when it came time to go home he'd give the keys to the principal.

When the last bell rang, Peggy went out to the swings where Joan was waiting. Pretty soon Dick and some other boys came running over. Peggy could tell from the look on Dick's face that he still had the keys. She felt uncomfortable.

A few minutes later Miss Sears came outside. She started walking slowly around the building, looking in the grass and peering down under her car. Joan and Dick and the boys were laughing themselves sick, but Peggy was strangely silent. This wasn't funny at all. How would the principal get home? What if she had an important appointment? Peggy was worried. But she had promised not to tell. What should Peggy do?

ACTIVITY:

To find out the kind of jobs you may like, take this survey. Put the word which tells how you feel on the blank line in each sentence below.

1. I like ________________________ (indoor, outdoor) jobs.
2. I ____________________________ (like, do not like) jobs with food.
3. I ____________________________(like, do not like) jobs with animals.
4. I ____________________________(like, do not like) jobs with people.
5. I ____________________________(like, do not like) jobs with sick people.
6. I ____________________________(like, do not like) cleaning jobs.
7. I ____________________________(like, do not like) jobs with tools or machines.
8. The job I would like best is ____.

ACTIVITY:

Sometimes we need help because we cannot perform all skills. Here are some everyday problems. The class may come up with other examples in a class discussion. Children could determine which ones they could solve alone and which ones they need help with.

1. A light bulb burns out in your bedroom.
2. The car is making funny clicking noises.
3. You have a tooth ache.
4. You feel a little sad.
5. You must find a part-time job.
6. You cannot spell a word for your report.
7. You have lost the key to your house.
8. You cannot find the address of a friend.
9. You have a fever.
10. The television set will not work.
11. Your bicycle tire blows out.
12. Your shoe has a hole in it.
13. You cannot get the right answers on your arithmetic homework.
14. You are too far away to hear what your teacher is saying.
15. You break a neighbor's window.
16. Your pen will not write.
17. Your father and mother argue a lot.
18. No one understands you.
19. You have no money for your lunch.

ACTIVITY:

Suzie McQue is very blue;
She can't decide what to do.
She's left at home with the little twins
While her mother shops for food and things.

Outside, the snow is deep and white
But that means putting on her boots, scarf and hat
And putting on little brother's boots, scarf and hat
And putting on little sister's boots, scarf and hat;
A lot of boots, scarves and hats at that.

She could play school;
That's always fun,
Though the twins are kind of dumb.
They'll probably giggle,
They won't play neat;
Come to think of it,
They can't read.
She could watch TV
And "Spaceship to the Moon"
But those crazy kids just like cartoons.
Suzie McQue knows some things she can do,
But she can't decide – can you?

1. What's the problem?
2. What are Suzie's choices?
3. What does Suzie think will happen if she takes the twins outside to play?
4. Do you think she might have other choices? What, If any? What would happen then?
5. If you had to choose from the choices Suzie has, what would you do?

ACTIVITY:

When the teachers observe a problem occurring in the classroom, or one that has just occurred in the hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

OBJECTIVE: The students will be able to identify their own strengths and weaknesses as they relate to occupational interests and hobbies.

ACTIVITY:

Language Art Trees

Use real tree branches suspended or ones drawn on poster board or blackboard. Label each one with a skill (reading, writing, listening, speaking) and decorate each tree with names of workers in the community who use these skills.

ACTIVITY:

Flannel board – Helpers Who Keep Us Safe

Collect and talk about pictures of tools for safety.

Set up a chart on classroom rules for safety. Compare with rules workers must observe for safety (bus drivers, miners, pilots, construction workers, police workers, fire fighters, welders, etc.)

Resource People: police workers, fire fighters, construction workers, etc.

Field trip: fire station

OBJECTIVE: The student will be able to solve a problem by considering alternatives, consequences, and the feelings of others.

ACTIVITY:

Rules

Set up rules for getting a job done at school. Set up a chart or bulletin board comparing jobs done at home and jobs done at school.

OBJECTIVE: The students will be able to identify their own strengths and weaknesses as they relate to occupational interests and hobbies.

ACTIVITY:

Collection

Children can bring in toys made of metal (tractor, fire engine), wood (baseball bats), and leather (baseball mitt, baseball). Demonstrate use. Discuss source and workers involved.

ACTIVITY:

Make a chart of all the people who must know compass directions in their jobs (ambulance driver, fire fighter, bus driver, pilot, police worker, taxi driver, truck driver, doctor, paramedic).

Math
Educational Awareness
3

OBJECTIVE: The students will be able to identify their own strengths and weaknesses as they relate to occupational interests and hobbies.

ACTIVITY:

Peanut Butter Logs -- a homemade candy you don't have to cook*

Ingredients

1	cup chunky peanut butter
2	tablespoons butter or margarine
1¼	cups sifted confectioners' sugar
3	cups crisp rice cereal
	chopped peanuts

Procedure

In mixing bowl, blend together peanut butter and butter or margarine; stir in confectioners' sugar. Add cereal, mixing well, crushing slightly. Shape into three logs, 7 x 1¼ inches. Pat peanuts over logs. Wrap in foil or clear plastic wrap; chill. Slice ½ inch thick. Makes 1 pound.

*During this activity, discuss how reading and math are used in everyday living.

--- OBJECTIVE: The student will become aware of his or her responsibility as a family member.

ACTIVITY:

Each child lists members of their family. Under each, list job responsibilities each can perform.

--- OBJECTIVE: The students will recognize that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

"The Kind of Person I'd Like to Be"

Pretend you are able to change yourself so that you could become a different person. Describe the kind of person you would like to become.

--- OBJECTIVE: The student will learn that a person's sex may influence his or her career choice.

ACTIVITY:

Explain the expanding role of the female worker. Find out which students have working mothers, and discuss the kinds of jobs they have.

--- OBJECTIVE: The students will be able to relate their interests, aptitudes, abilities, values and attitudes to their tentative occupational choice.

ACTIVITY:

Name jobs that children can do. Teacher can hold up large pictures of city street, farm, carnival, classroom. Children can name jobs they could do in relation to each scene.

ACTIVITY:

Build as many words as possible from: MOTIVATION -- ATTITUDE -- OCCUPATION

ACTIVITY:

Help children compose a "want ad" for themselves, using the skills they know. Their "want ad" job applications can be put on a bulletin board or in a class newspaper.

--- OBJECTIVE: The student will understand that every job has its good and bad points.

ACTIVITY:

Role Play—

What would you like to do when you grow up? How could you do the job well? Act out someone happy on the job, and someone unhappy on the job.

Art
Self Awareness
3

OBJECTIVE: The students will become aware of their responsibility as a family member.

ACTIVITY:

Make pictures of yourself doing Mom's jobs when she is sick. Which jobs can you do? Which jobs are too difficult?

---- OBJECTIVE: The student will understand that his/her unique characteristics qualify him/her for a variety of possible careers.

ACTIVITY:

Discussion

After an investigation into physical traits, a discussion could center around the question:

"How do physical traits affect the type of work one does?

EXAMPLE: a pilot must have perfect vision; an airline stewardess cannot be overweight or over a certain height; etc.

---- OBJECTIVE: The student will become aware that many individuals have been successful in more than one career.

ACTIVITY:

Concentration

Cards with occupation names on them are placed face down and each player in turn chooses two cards. The player then must find some way in which the two jobs are related.

Materials: set of pictures on cards depicting various occupations.

---- OBJECTIVE: The student will understand that every job has its good points and bad points.

ACTIVITY:

The students will choose four jobs, and for each job they will be able to list two things they would like and two things they would not like.

---- OBJECTIVE: The student will become aware of jobs necessary to maintain the home.

ACTIVITY:

List and discuss the many jobs (services) we need in order to maintain a home.

OBJECTIVE: The students will be able to choose adjectives that most nearly describe how they feel about themselves.

ACTIVITY:

1. During a class discussion of adjectives as an important part of speech, have children contribute to a list of various objectives.
2. Divide the list among members of the class.
3. Students will write each adjective on a separate 3x5" card.
4. Place the finished cards in a language center in the classroom.
5. Children can take turns going to the center:
    a. child can divide adjective cards into two piles – those that apply to him/her and those that do not apply;
    b. child can divide the pile that applies to him/her into "strengths" and "limitations";
    c. the limitation pile can be further divided into three piles – those that cannot be changed; those that need to change; those that the child wants to change.
6. Each child can give an oral report to the class giving their rationale for item 5c. Discussion can follow, with special emphasis on positive statements.

--- OBJECTIVE: The student will become aware that different jobs often place different demands on the worker.

ACTIVITY:

Man's work affects his way of life.

1. In a class discussion, have children tell occupation of their parents (salesman, nurse, teacher, laborer, doctor. etc.).
2. Compile a list of occupations named.
3. Each child can interview his own parent(s) as to:
    a. hours of work
    b. regular or irregular schedule
    c. distance traveled to get to work
    d. special tools or dress needed for work
    e. approximate cost to maintain self at job per week (gasoline, cleaning bills, meals, etc.)
4. Have each child report their findings to the class.
5. Make a chart or graph to depict each job and the five items listed above in #3.
6. Let class discuss and summarize the relative cost of the various jobs in terms of hours spent away from home, money spent on maintaining job, etc.

--- OBJECTIVE: The student will become aware that some jobs are determined by environment or disaster and some of these jobs will have limitations.

ACTIVITY:

Environmental and natural disasters determine kinds of work available.

1. Have students bring in newspaper clippings reporting natural disasters such as floods, earthquakes, droughts.
2. Divide class into committees; assign one particular disaster to each committee, stressing kinds of work eliminated and kinds of work stimulated.
3. Have committees report their findings to the class.
4. Let each committee cooperate on a mural depicting their topic.
5. After all reports, class can discuss permanency or stability of jobs eliminated or stimulated. (Would new jobs be lasting or temporary? Would eliminated jobs return in time? Would results of flood or earthquake be permanent?)

--- OBJECTIVE: The student will be able to distinguish between work that is done to produce a commodity as opposed to work done as a service.

ACTIVITY:

1. Show film on careers.
2. Lead class discussion dividing the jobs seen in the film into service category or product category.
3. Divide class into committees to research various careers.
4. Have committees present oral reports.

5. Let committees depict their topics on murals.
6. Lead class discussion summarizing the reports and dealing with interdependence of workers:
    - a) workers who make a product need services by other workers.
    - b) workers who perform services need commodities made by other workers.

OBJECTIVE: The student will become aware of the many types of rewards and satisfactions for people at work.

ACTIVITY:

1. Have children collect newspaper clippings of people receiving awards for certain services connected with their jobs.
2. Discuss value of these services or products to the community in general.
3. Children can list various people they know who do different types of work.
4. Children can interview these people and ask why they do their particular type of work.
5. Results could be brought to class and charted or graphed according to reasons for work.
6. Class can summarize in a discussion.

___ OBJECTIVE: The student will find materials that relate to many areas of work and be able to recognize and classify them into general classifications.

ACTIVITY:

Most kinds of work need some skill or training.

1. Children can write letters to some trade or professional organizations requesting literature concerning preparation and performance required for various job levels.
2. When replies are received, students can share them with classmates.
3. Divide according to job clusters, and set up centers of interest on various job clusters; allow students to visit centers and read the literature.
4. After determining further their interests, the children can write reports stating reasons for choosing a particular occupation.
5. Reports can be presented orally to the class.

___ OBJECTIVE: The student will become aware of the interdependence among various occupations.

ACTIVITY:

Collect pictures showing how a product changes from the raw materials stage to the finished product. Discuss the importance of cooperation and interdependence of the workers.

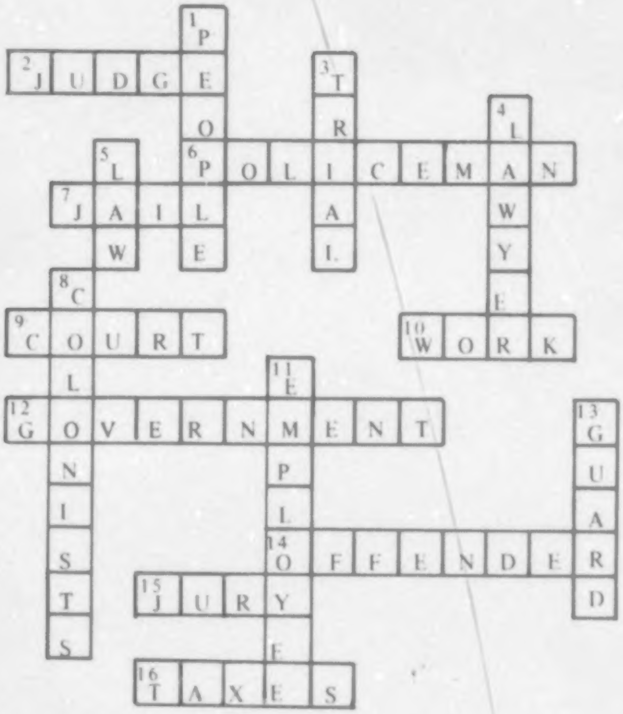
___ OBJECTIVE: The student will complete an assigned task according to criteria which has been previously established in regard to job performance.

ACTIVITY:

All work must be planned toward the desired end product.

1. Children can discuss what sort of publication the class could use -- newspaper, brochure, etc.
2. Committees can be formed to perform various aspects of work:
    a. reporters to gather data through interviews and research
    b. writers to edit and rewrite the data
    c. printers to prepare dittos and run them off
    d. circulation committee to distribute publication
3. Class can evaluate work and decide what problems were encountered and how they could have been avoided.

ACTIVITY: CROSSWORD PUZZLE


1 PEOPLE
2 JUDGE
3 TRIAL
4 LAWYER
5 LAW
6 POLICEMAN
7 JAIL
8 COLONISTS
9 COURT
10 WORK
11 EMPLOYEE
12 GOVERNMENT
13 GUARD
14 OFFENDER
15 JURY
16 TAXES

Across

2. The person who listens to the case
6. The person who helps protect you
7. A place of punishment for violating a law
9. The place where a case is heard
10. People in law enforcement _______________ at making our cities safe.
12. The constitution provides for our country's _______________________.
14. One who breaks the law
15. Group of people who listen to a case
16. The city receives an income through _______________.

Down

1. Laws are made to protect the _____________.
3. Process whereby a person is found innocent or guilty
4. The person who defends a case
5. The ______ says you must stop for a red light.
8. Early settlers of our country, called ____________, set up a rough system of laws.
11. Opposite of employer
13. A ____________ works at watching prisoners.

ACTIVITY:

Occupational Riddles

Stimulate interest in occupations by use of riddles. Children can make up their own.

Examples:	Who may marry many women yet stay single all his life? (clergyperson)
	What worker earns a living but never does a day's work? (night watchperson)
Resource:	Crossroads, Unit 5 "Wednesday at Work" (page 228) Seven Seas, Unit 5 "People at Work" (page 293)

OBJECTIVE: The student will account for new jobs and tools and obsolescence of others due to the passage of time.

ACTIVITY:

Take apart an old clock, examine and discuss the parts and the interdependence of workers involved in assembling the clock.

ACTIVITY:

A revolutionary invention can open up whole new areas of work.

1. Children can view films of inventors and their contribution to the field of work (Marconi, Edison, etc.).
2. The discussion that follows could bring out the many changes that a particular invention brought about, and many types of jobs it created.
3. Let each child choose an invention and research it.
4. Have students report their findings to the class.
5. Illustrations can accompany the reports.
6. Use illustrations on a bulletin board.

OBJECTIVE: The student will complete an assigned task according to criteria that has been previously established in regard to job performance.

ACTIVITY:

Role Play

1. Class discussion can be held on various types of jobs; jobs discussed can be written on slips of paper and put in a box.
2. Have each child select a slip and study the job. It should be kept confidential.
3. Those children who prefer to act out their job roles with another child can pair off to discuss how dramatization could take place.
4. Props and costumes may be desirable for some dramatizations.
5. Use only pantomime action; gestures need to be exaggerated.
6. Class will try to guess each job represented.

OBJECTIVE: The student will find materials that relate to many areas of work, and be able to recognize and classify them into general classifications.

ACTIVITY:

Make a neighborhood survey of the jobs held by members of the community.

1. Class discussion could revolve around jobs held by parents. Make a list of these on the chalkboard. The teacher may want to ditto the list so each child can have a copy.
2. Have children list friends and neighbors who work.
3. Design an interview form, and let each child interview two or three adults other than his/her own parents. Stress that homemaking and child rearing are important jobs and contribute to the community as well as the family.
4. The interviews can be reported to the class.
5. Have the class compile a list of all the jobs represented.

Art
Career Awareness
4

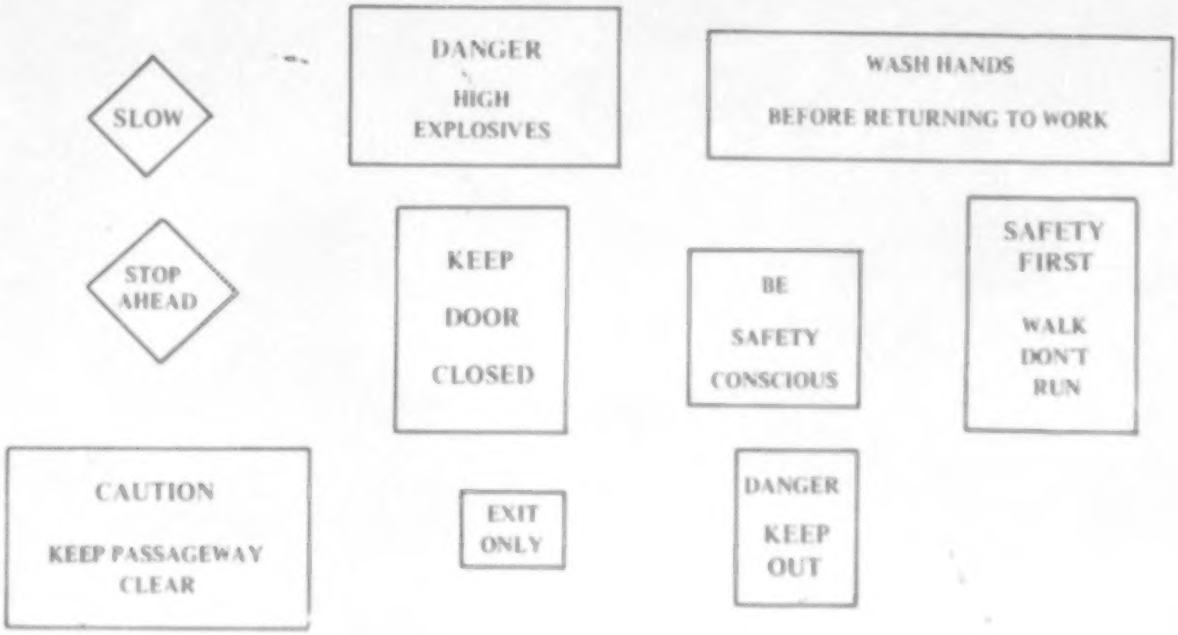
OBJECTIVE: The student will find materials that relate to many areas of work and be able to recognize and classify them into general classifications.

ACTIVITY:

Each area or type of work has rules.

1. Children can discuss various signs seen posted concerning rules for behavior.
2. Each child or committee can choose a sign or design a sign to make on heavy cardboard with printing or pictures, in color.
3. Each child can present their sign to class with a description of the type of work it represents.

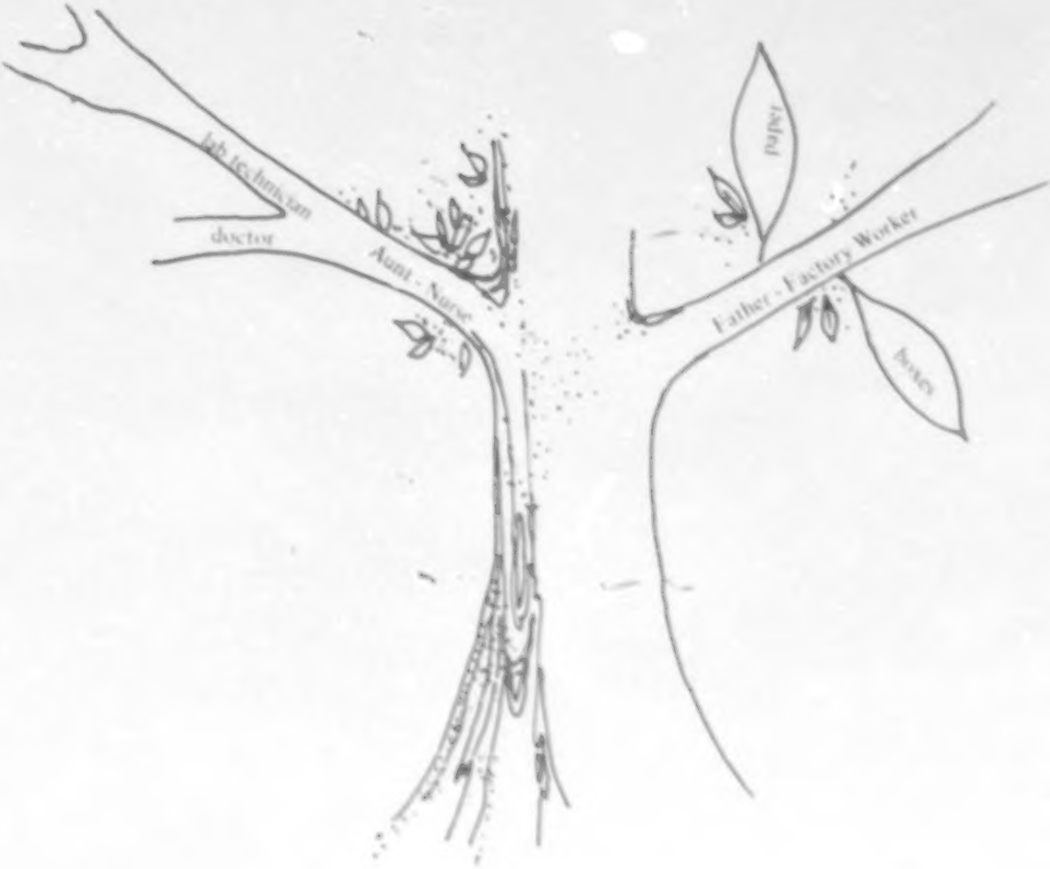
* Sample signs:


SLOW
DANGER HIGH EXPLOSIVES
WASH HANDS BEFORE RETURNING TO WORK
STOP AHEAD
KEEP DOOR CLOSED
BE SAFETY CONSCIOUS
SAFETY FIRST WALK DON'T RUN
CAUTION KEEP PASSAGEWAY CLEAR
EXIT ONLY
DANGER KEEP OUT

ACTIVITY:

All work involves the production of either goods or services.

1. Children can construct a family tree in which each branch represents a different relative, then write each one's occupation and indicate whether the occupation is related to production of goods or services. The leaves on each branch can represent the variety of goods.
2. Similar jobs or trades can be written on adjoining branches.
3. The children can write a story telling which occupation they might like.


lab technician
doctor
Aunt - Nurse
paper
Father - Factory Worker
boxes

Language Arts
Decision Making
4

OBJECTIVE: The student will be able to apply decision making skills to everyday school problems.

ACTIVITY:

Unfinished story: "What Should Kevin Do?"

Kevin turned and twisted on his bed. He wished he could forget about Mr. Dunlap. He wished that he had never heard of the art contest.

Kevin's problem was about a mobile––one of those things to hang from the ceiling. Kevin was unusually good at making them. He had been working on one based on the William Tell legend––a complicated one, loaded with red cardboard apples, wire bows, and little carved wooden arrows. Mr. Dunlap had suggested that Kevin finish it in time to enter it in the city-wide children's art contest at the public library.

Kevin had agreed. He had stayed after school every day for a week to put the finishing touches on the mobile. Usually, Mr. Dunlap would be in the room, and while Kevin worked, they would talk about how fine it would be if Kevin's entry won the first prize––a trip to the Los Angeles County Museum of History, Science and Art for the student and his teacher.

When Kevin finished the mobile on Friday, Mr. Dunlap said, "You have real talent, Kevin. I have a hunch that this will win us the trip to Los Angeles. That would be as much of a treat for me as it would be for you. I haven't been to the museum in years. Remember the deadline for contest entries is 9:30 tomorrow morning. You'd better take it down right after school."

Kevin was always waiting until the last minute to get things done. Instead of taking the mobile to the library as soon as school was out, he took it home and went to John's house to try out his new racing bike. He planned to be at the library when it opened at 9 the next morning to enter his exhibit.

When Kevin got home from John's house at dinner time, his father told him that he had been able to get hold of three tickets for a college football game being played in Los Angeles the next day. To get there in time for the kickoff, they would have to leave at 6:30 in the morning.

Kevin had never seen college football except on TV. He hoped to be a college football player himself, someday. He was so excited that he never thought of the contest until he was ready for bed. Then he saw the mobile on his study table. If he left for Los Angeles at 6:30, he couldn't enter the mobile.

Well, he thought, a football game was better than an art museum any day of the week. Who cared about the contest? Oh, oh, Mr. Dunlap cared, that's who. Mr. Dunlap was practically counting on Kevin's winning the contest. The trip to the museum meant a lot to him. What could Kevin say to him if the mobile wasn't even entered?

Perhaps he should just give up going to the game. But he wanted so much to go to a college game. Perhaps he could tell Mr. Dunlap that Butch, their new puppy, had chewed up the mobile. What should Kevin do?

ACTIVITY:

Unfinished story: "What Should Jonathan Do?"

As Jonathan entered the classroom, he started to say, "May I feed the fish, Miss Humphrey?" but he stopped. Instead of Miss Humphrey, a different teacher, a younger woman, was at the desk, busily studying the plan book.

"Miss Humphrey is ill today," the new teacher said when everybody was in his seat. "I'm Miss Evans. I do hope we'll get along well together."

Her voice sounded real funny, as if she were talking through her nose. Jonathan heard Bill Brown, in the back of the room, softly mimic, "I **do** hope we'll get along together." Somebody started to snicker.

Miss Evans seemed not to have heard, because she picked up the roll book and started to call the names. When she came to Mike Moretti's name, she pronounced it "Mike Mor-eet-i." This made everybody laugh. Miss Evans' face got pink, but she kept on. When she called Ray Parker, who was absent, Bill disguised his voice and said, "Here," and Miss Evans marked him present. A lot of kids snickered that time.

As the morning wore on, things grew worse. Miss Evans asked where the workbooks were, and the boys kept telling her the wrong cupboard. This made the girls start giggling.

Next, one of the girls said that Miss Humphrey always let them walk around the room at 10 o'clock so they could stretch their legs. She was fibbing, but Miss Evans let them do it. This seemed like such a funny joke that everybody laughed and giggled some more.

By this time, Miss Evans was upset. Jonathan could tell by the way the pink stayed in her cheeks. She was having a really hard time. She didn't know anybody's name or where anything was and the class––with Bill Brown leading the way––was getting her mixed up.

It wasn't right. Jonathan felt that he should do something about it, but he didn't want to be called a teacher's pet. And after all, a teacher ought to be able to take care of herself, shouldn't she?

At 11 o'clock, someone told Miss Evans that they were supposed to see a moving picture. This wasn't true, for they had seen the movie the day before, so when Miss Evans started to get out the projector and the film, everyone began laughing again.

Something should be done, Jonathan thought. What should he do?

ACTIVITY:

Unfinished story: "What Should Mary Do?"

Next to Christmas and birthdays, Mary liked drawing and painting more than anything else in the world. She liked to draw sleek brown horses with white spots on their legs. She liked to paint pictures of tulips and robins. And she spent many hours drawing girls in long, glittering dresses.

"Mary is a real little artist," her mother said one evening. "I wish we had the money to buy her all the paints and paper and crayons she needs."

Mary's father sighed. With seven other children in the family, there were more important things to buy, such as shoes and caps and sweaters.

At school, Mary's teacher gave her the job of cleaning out the supply cupboard. Every Friday, Mary stayed after school to sort out the crayons, put the paints and chalk away, stack the drawing paper, and sharpen the pencils.

Sometimes the teacher would come by and say, "Oh, that paint is all dried up. Better throw that jar out, Mary." Or, "Why don't you throw away all the little stubs of crayons? The children don't use them."

But short, broken pieces were better than no crayons at all, so Mary always took them home instead of throwing them out. All week long she would look forward to Friday. She wondered how many pieces she'd find, or how may sheets of drawing paper had marks on them, or how many jars of paint might be drying up. Always, instead of throwing these things out, Mary slipped them in her lunch box and took them home.

Before long, Mary was taking home bigger and bigger pieces of crayon. Sometimes she took a few sheets of drawing paper that weren't marked up at all or a jar of paint that was still quite soft. Every week it was harder and harder for her to decide what was good enough to leave in the cupboard and what she should take home.

One day the teacher said, "My goodness! What happened to the magenta crayon? I was sure we had one here." And Mary remembered that she had taken it home because it had broken in two.

Mary began to feel uncomfortable. She was not sure what was right and what was wrong. Nobody else knew what she had been doing. Maybe she should stop taking anything. But it did seem foolish to throw out useful materials. What should Mary do?

ACTIVITY:

Unfinished story: "What Should Carol Do?"

Carol walked slowly across the playground toward the entrance, a lonely little figure at the end of the stream of lively children returning to class after recess. Oh, how she wished they had never moved from Spring Street School! The children here were so unfriendly—none of the girls in her room had said anything more than "hi" to her, and it didn't look as though anyone would.

Back at Spring Street, she and her best friend, Ellen, had been a welcome part of everything that went on in fourth grade. She missed Ellen badly, but even more she missed the warm, comfortable feeling that people liked her. Here at Highland, she might as well be invisible.

Just ahead of her, next-to-the-last one in, was Janey Wells, who sat across the aisle. Janey was the most popular girl in Mrs. Tucker's room, and if she liked you, your troubles were over. If she didn't—well, too bad for you. A delightful picture of herself walking arm in arm with Janey grew in Carol's mind. They would be whispering together, and laughing together, and all the other girls would see that Carol was fun, and they'd ask her to play after school, and . . . and . . .

Suddenly Carol saw Janey pull a paper—it looked like a page from a book—from her jacket pocket and push it down into the center of the half-filled trash can that stood just outside the building. Janey looked quickly around. When she saw Carol her face turned red, and she ran ahead into the classroom.

Mrs. Tucker was really upset that afternoon when she opened the atlas to refer to something on the detailed map of Utah and found half the page missing. "Don, you were the last one to use the atlas. What happened to this map?"

The more Don said he didn't know anything about it, the more exasperated Mrs. Tucker became. Finally she said, "We won't waste any more class time talking about this now, young man; we'll continue the discussion after three o'clock."

Don was always having to stay after. He was noisy, he pushed people; only yesterday he had made Carol fall at recess. This time he'd get sent to the principal for sure! It served him right.

But suddenly Carol remembered—Janey had been using the atlas first thing this morning. She must have torn it accidentally, and then thrown the page into the trash so that no one would know. Carol stole a glance across the aisle, and there was Janey signaling, "Don't tell!"

What should Carol do? Should she do what Janey wanted and not say anything? Actually, how could she be sure what it was that Janey didn't want her to tell? Still, she had a definite feeling that if she kept quiet, Janey would begin to act friendly, and the other girls always followed Janey's lead. Should she tell Mrs. Tucker what she had seen and let her decide what to do? The other kids would think she was a tattletale; and besides, Don was a pest. But was it fair to let him be punished if he hadn't done anything wrong? What **should** she do?

ACTIVITY:

Unfinished story: "What Should Cissie Do?"

Cissie has two best friends, Ellen and Mary Kate. They were all good friends until a week ago, when Mary Kate teased Ellen about her big feet. Now Ellen won't talk to Mary Kate. And because Ellen won't talk to Mary Kate, Mary Kate won't talk to Ellen. That leaves poor Cissie in the middle. She likes both her friends. It's hard, though, to be good friends with two people who don't talk to each other. Cissie could side with Ellen and tell Mary Kate she shouldn't have teased? Or she could try to talk them both into making up. Of course, she could make new friends instead. In the meantime, Cissie is an unhappy girl. She keeps wondering what she is going to do.

1. What is the problem here?
2. What choices does Cissie have?
3. What might happen if she sides with Ellen and tells Mary Kate she shouldn't have teased Ellen? What if she sides with Mary Kate? What if she tries to get them to make up? What if she decides to give up on them and make new friends?
4. Does Cissie have any other choices? What are they? What might happen then?

ACTIVITY:

What should you do if:

a. someone runs in the hall?
b. someone is noisy when the teacher is out of the room or busy?
c. someone says unkind things to your classmate?
d. someone copies from others' work?
e. someone bothers others at rest time?
f. someone bothers others while the teacher is speaking?
g. someone gets out of the seat during class?
h. someone is not able to figure something out?
i. someone cuts in line?
j. someone continues to play after the bell rings?
k. someone pushes in line?
l. someone fights?

ACTIVITY:

Use games such as Monopoly to stimulate students to think and encourage them to make discriminating choices and decisions.

ACTIVITY:

There are decisions to be made in all types of work.

1. Lead class in a discussion of various types of workers found in the community.
2. List them on the chalkboard during the discussion.
3. Let each child select a worker for a story in which he/she will pretend to be that worker. Student will tell what that worker would do in a problem situation.
4. After the written work is accomplished, each child could either illustrate their story or dramatize it before the class.

ACTIVITY:

Discrimination Experiment

The teacher could stage the following experiment:

Give a cookie or similar treat to each child who happens to be wearing one color of your choice. Give nothing to the other pupils. Then ask the students how they feel about this matter. Points that might be brought out include the fairness/unfairness of the situation and sharing as a means of solving problems.

ACTIVITY:

Sharing at School

The class can discuss things they share with one another at school, such as the teacher's time and attention (one aspect of which involves taking turns when speaking), toys, school supplies, playground equipment, work, and so on. Episodes of sharing might be illustrated or acted out.

ACTIVITY:

Open-end Sentences

1. When I have trouble making a choice, I ____________________.
2. One choice I made that I am happy about is ____________________.
3. One choice I made that I am sorry about is ____________________.
4. One problem I have in making choices is ____________________

ACTIVITY:

Suzie McQue is very blue;
She can't decide what to do.
She's left at home with the little twins
While her mother shops for food and things.

Outside, the snow is deep and white
But that means putting on her boots, scarf and hat
And putting on little brother's boots, scarf and hat
And putting on little sister's boots, scarf and hat;
A lot of boots, scarves and hats at that.

She could play school;
That's always fun,
Though the twins are kind of dumb.
They'll probably giggle,
They won't play neat;
Come to think of it,
They can't read.
She could watch TV
And "Spaceship to the Moon"
But those crazy kids just like cartoons.
Suzie McQue knows some things she can do,
But she can't decide — can you?

1. What's the problem?
2. What are Suzie's choices?
3. What does Suzie think will happen if she takes the twins outside to play?
4. Do you think she might have other choices? What, if any? What would happen then?
5. If you had to choose from the choices Suzie has, what would you do?

ACTIVITY:

When the teachers observe a problem occurring in the classroom, or one that has just occurred in the hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

ACTIVITY:

Who cares if I decide to:

a. get all my work done?
b. talk back to the teacher?
c. get sent to the office?
d. be late to school?
e. talk out in class all day?
f. play with someone no one else wants to play with?
g. do my homework?

ACTIVITY:

1. What if someone offered you a cigarette?
2. What if you hadn't prepared for a test that was just being passed out?
3. What if you had a fight with your best friend and it was not clear who was right?
4. What if you saw someone cheating?
5. What if you knew someone who sold marijuana?
6. What if a friend made a mess at your home and did not clean it up?
7. What if you broke something at someone's house and no one knew who did it?

Social Studies
Decision Making
4

OBJECTIVE: The student will be able to apply decision making skills to everyday school problems.

ACTIVITY:

Discover and develop a new land.

1. Children can pretend that they have discovered a new land which has all the necessary resources for existence. Their problem will be to organize themselves so that they can carry on a high level of existence when they settle on this new land.
2. Class can sketch a map showing land and water features.
3. Class can give the new land a name
4. Children can discuss necessary trades and professions for land development to become an interacting community or country.
5. Children can each select a job he or she wants.
6. Discuss a system for job training.
7. Develop a system of government, media of exchange, etc.
8. Make a diorama to show proposed development.
9. Committee work can evolve from initial class discussions.

Language Arts
Educational Awareness
4

OBJECTIVE: The students will be able to identify their own strengths and weaknesses in educational and social skills as they relate to occupational interests and hobbies.

ACTIVITY:

Compile a bibliography relating to the class job aspirations. Have the children read books and report on them, with the use of mobiles, dioramas, etc.

ACTIVITY:

Have children apply for school and classroom jobs. Have them fill out resumes and let them be interviewed by sixth graders.

Examples: supply clerks, audio-visual technicians, maitre d's, hostesses and cafeteria workers

ACTIVITY:

Reading importance

Put the following in a box, take one out at a time, let the children guess what it is and then guess why their parents need to know how to read in order to use the item.

- cook book
- medicine bottle
- TV Guide
- pattern
- advertisement
- household cleaner
- Bible
- letter
- newspaper
- map
- check
- cake mix box
- magazine
- directions for putting together a toy
- bill
- catalog
- telephone directory
- schedule
- can
- street sign

ACTIVITY:

Flannel Board – "Helpers Who Keep Us Safe"

Collect and talk about tools for safety.

Set up a chart on classroom rules for safety. Compare with rules workers must observe for safety (bus drivers, miners, pilots, construction workers, police workers, fire fighters, welders, etc.).

Have resource people from the above occupations visit the class and discuss safety rules.

Take a field trip to the fire station.

ACTIVITY:

Language Arts Trees

Use real tree branches suspended or branches drawn on poster board. Label each one with a skill (reading, writing, listening, speaking). Decorate each tree with names of workers in the home, school and community who use these skills.

ACTIVITY:

Have children list on a 3 x 5" card, "Things I Know How to Do"; from this list have them compose a "want ad" to advertise their qualifications.

Mathematics
Educational Awareness
4

OBJECTIVE: The students will be able to identify their own strengths and weaknesses in educational and social skills as they relate to occupational interests and hobbies.

ACTIVITY:

Most kinds of work need some skill or training.

1. During class discussions, enumerate types of workers.
2. Each child will choose one worker to research, and find out what tools he or she needs for work.
3. Have them classify tools as simple or complex, and indicate the number of tools necessary.
4. Let children make drawings of their workers and tools, showing the end products. This may be done as a series of pictures showing sequence of steps toward end product.

ACTIVITY:

PEANUT BUTTER LOGS (a homemade candy you don't have to cook)

Ingredients:

1 cup chunk-style peanut butter
2 tablespoons butter or margarine
1 ¼ cups sifted confectioners' sugar
3 cups crisp rice cereal
chopped peanuts

Procedure:
In mixing bowl, blend together peanut butter and butter or margarine; stir in confectioners' sugar. Add cereal, mixing well, crushing slightly; shape into three logs, 7 x 1½ inches. Pat peanuts over logs. Wrap in foil or clear plastic wrap. Chill. Slice ½" thick. Makes one pound.

Discuss how reading and math are used in everyday living.

Social Studies
Educational Awareness
4

OBJECTIVE: The students will be able to identify their own strengths and weaknesses in educational and social skills as they relate to occupational interests and hobbies.

ACTIVITY:

Make a chart of all the people who must know compass directions in their jobs.

Some are:

- ambulance drivers
- fire fighters
- bus drivers
- pilots
- police workers
- taxi drivers
- truck drivers
- doctors

ACTIVITY:

Environmental and cultural factors determine the kind of work available.

1. In a class discussion, children can name as many workers as possible, including those in environments different from their own.
2. List workers on chalkboard.
3. Divide according to number of students in class.
4. Have children write those names allotted to them on 3 x 5" cards.
5. Place cards in a box.
6. Let the class spend a period or two going through old magazines and workbooks finding pictures of the various environments of work (store, forest, restaurant, etc.).
7. Mount pictures on tag board with a space left below for a pocket.
8. Set up interest center with pictures and box of cards (#5 above). Children can take turns at the center choosing the workers names that coincide with the particular environments shown in each picture.
9. Plan oral reports explaining how the workers fit into the environments.

OBJECTIVE: The students will become aware of their place as a family member.

ACTIVITY:

Have each child list members of his own family. Under each name, list the job responsibilities he or she can perform.

OBJECTIVE: The students will learn that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

The Kind of Person I'd Like to Be

"Pretend you are able to change yourself so that you could become a different person. Describe the kind of person you would like to become."

ACTIVITY:

Self Appraisal

1. Stimulate class discussion of self appraisal by reading an appraisal of yourself.
2. Have children enumerate physical and behavioral traits on a piece of paper that is lined and divided in half lengthwise, creating a column for each type of trait.
3. After ten or fifteen minutes ask the children to sign the paper, and indicate with a yes or no whether they want their paper read or not.
4. Read the yes papers to the class, and let students guess the identity of the child whose paper is being read.
5. If the class doesn't guess the correct identity, read the name. Then let students add any traits they can think of that apply to the person who wrote that paper.

ACTIVITY:

Have class discussion on what children want to be when they grow up. Let each child draw a picture of themselves on the job. The pictures could be pasted to tagboard and cut into puzzle pieces; then each puzzle can be placed in an unmarked envelope. Students can take turns assembling puzzles and guessing type of work and identity of worker. Keep a record of guesses made, and after a week or two establish real identities.

OBJECTIVE: The student will understand that each child has innate capabilities.

ACTIVITY:

1. During class discussion, each child can tell the class what they think they can do well.
2. Other class members may also suggest talents of other members.
3. List the children's names and these talents on the chalkboard.
4. Suggest that children should be preparing to discuss what their talents or interests may lead to in regard to work or job.
5. Suggest that children discuss this assignment with their parents.
6. During the next day's discussion, add to the list on the chalkboard the jobs the children feel they are capable of doing.
7. Use this list as a guide for ordering filmstrips about careers.
8. After viewing the filmstrips, have children write reports revealing whether or not they still feel they would like their particular job choice.

OBJECTIVE: The students will be able to choose adjectives that most nearly describe the way they feel about themselves.

ACTIVITY:

1. During a class discussion of adjectives as an important part of speech, make a list of adjectives and divide the list among members of the class.
2. Each child can write the adjective they are given on a 3 x 5" card.
3. Place the cards in an interest center.
4. Children can take turns going to the center.
    a. They can divide the adjectives into two piles, those that apply to them and those that do not.
    b. With the pile that applied to them, they can divide into strengths and limitations.
    c. With the limitation pile, they can divide into three more piles: those that cannot be changed, those that need to be changed and those that the child wants to change.
5. Each child can report orally on their rationale of the last three limitations. Class discussion can follow, with special emphasis given to positive characteristics.

OBJECTIVE: The student will become familiar with many different occupations.

ACTIVITY:

Discuss nicknames of workers in various jobs:

doctor – sawbones
supervisor – straw boss
diver – frogman
marine – leatherneck
mechanic – grease monkey

policeofficer
singer
teacher
etc.

ACTIVITY:

Name jobs of parents of class members.

Which job is most common?
Which jobs are done by the parent of only one student in the class?
Which jobs deal with people?
Which jobs are physical?
Which jobs are mental?
Which jobs are eight hour? Are any twenty-four hours?
Which jobs deal with a product?
Which jobs deal with a service?

--- OBJECTIVE: The students will be able to relate their interests, aptitudes, abilities, values and attitudes to their tentative occupational choice.

ACTIVITY:

Name jobs children can do. Hold up large pictures of city street, farm, carnival, and classroom. Have children call out names of jobs they could do in relation to each scene.

ACTIVITY:

Help children compose a classified ad for themselves using the skills they have. The "want ads" can be put on a bulletin board or in a class newspaper.

--- OBJECTIVE: The student will know that a person's sex and race may influence their career choice.

ACTIVITY:

Children can survey classmates to find out which mothers work outside the home, and what their jobs are, then list findings and discuss.

--- OBJECTIVE: The student will become aware that many individuals have been successful in more than one career.

ACTIVITY:

Concentration

Prepare cards with pictures of various workers. Place them face down. Each player turns over two cards, and must find some way in which the two jobs are related.

OBJECTIVE: The students will learn that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

Community Service Workers

1. Show films or go on field trips to stores, hospitals, etc.
2. Discuss the workers seen in service jobs.
3. Ask each child to identify with one particular worker and write a story telling how they could perform the role when they grow up.
4. Have students make oral reports or drawings which show various jobs that worker will perform.
5. Lead class in discussing the importance of these community help[illegible] roles.

OBJECTIVE: The student will understand that his/her unique characteristics qualify him/her for a variety of possible careers.

ACTIVITY:

Children can discuss present hobbies and how these could be related to a job in the future.

1. Class discussion can center around the children's hobbies. Let the children tell about their hobbies, then discuss them in terms of preparation for a particular type of work.
2. Have children write illustrated stories about their hobbies.
3. Using classroom and library references, children can then draw pictures of a type of work for which their hobbies prepare them.
4. Let class discuss each picture when presented with a short oral report.
5. Discuss any other possible job correlations.

OBJECTIVE: The student will become aware that many individuals have been successful in more than one career.

ACTIVITY:

The student will list five individuals who have been or are successful in two different careers.

OBJECTIVE: The student will become aware of the jobs necessary to maintain the home.

ACTIVITY:

List the many jobs (services) we need in order to maintain the home.

--- OBJECTIVE: The student will become aware of the money it takes to buy food.

ACTIVITY:

Visit a grocery store, and have children note the various prices for basic foods (bread, milk, eggs, etc.).

Open a store using empty boxes with prices marked. Have a clerk, a customer, etc.

--- OBJECTIVE: The student will understand that every job has good and bad points.

ACTIVITY:

The students will name two things they would like about four different jobs, and two things they would not like about each job.

--- OBJECTIVE: The student will be aware that people work for different reasons.

ACTIVITY:

The student will list and discuss five general goals that are common to all working people.

--- OBJECTIVE: The student will learn that a person's sex may influence their career choice.

ACTIVITY:

Students will list jobs that are done mostly by men, and another list of those jobs done mostly by women.

---- OBJECTIVE: The student will understand the interdependence of people who work at the same place.

ACTIVITY:

1. Make a Problem Box.
2. During a given week, have children write brief stories describing a situation where a classmate helped or hindered work. No names can be used in the story. The writer also will be anonymous.
3. The following week, read these aloud to the class.
4. After each story, discuss with the class the value of the help received and how it contributed to the class as a whole, or to the individual who was the recipient of the help; discuss also the hindrance described and the difficulty caused.
5. The final discussion could summarize ways workers can help each other.
6. Make an effort to remind children of the importance of helping others, by occasionally asking the class at the end of the day in what particular way they helped each other.

Art
Self Awareness
4

OBJECTIVE: The students will become aware of their place as a family member.

ACTIVITY:

Have children make pictures of themselves doing their mothers' jobs when mothers are sick. Discuss what jobs they can do, and which are too difficult.

OBJECTIVE: The student will become aware that there are many types of rewards and satisfactions for people who work.

ACTIVITY:

1. Children can collect newspaper articles of people receiving awards for certain services or work.
2. Class can discuss the value of these services or products to the community in general.
3. Children can list various people they know who do different types of work.
4. They can interview these people and ask why they do their particular type of work.
5. Results can be brought to class and charted according to reasons for work.
6. Summarize in class discussion telling why the students are working in school.

OBJECTIVE: The student will become aware that different jobs often place different demands on the worker.

ACTIVITY:

1. In class discussion, children can tell the occupation of one of their parents.
2. A list of these occupations can be compiled.
3. Each child can interview their parents as to:
   a. hours of work
   b. regular or irregular schedule
   c. distance traveled to get to work
   d. special tools or dress needed for work
   e. approximate cost to maintain self at job per week (fuel bill, cleaning bills, meals, etc.)
4. Each child can report these findings to the class.
5. A chart or graph can be made depicting each parent's work, listing the five aspects learned during the interview.
6. The class can summarize in discussion the relative cost of the various jobs in terms of hours spent away from home, cost of job maintenance, etc.

OBJECTIVE: The student will be able to distinguish between work that is done to produce a commodity and work done as a service.

ACTIVITY:

1. Show films on careers.
2. Class discussion listing type of work viewed as either service or product.
3. Divide class into committees to research various careers mentioned in discussion.
4. Oral reports can be presented to class.
5. Summarize the project by discussing interdependence of workers:
   a. those who make a product need services by other workers;
   b. those who perform services need commodities made by other workers.

OBJECTIVE: The student will become aware that some jobs are determined by the environment or disaster and some of these jobs will have limitations.

ACTIVITY:

1. Have class bring in clippings from newspapers reporting on natural disasters such as floods, earthquakes, droughts.
2. Divide class into committees, and have each research one particular disaster, stressing kinds of work eliminated and kinds of work stimulated.
3. Have committees give their reports to the class.
4. All the children on the committee can contribute to a large drawing depicting the disaster they are researching.
5. At the conclusion of all the reports, the class can discuss permanency or stability of jobs abolished or stimulated.
    a. Would new jobs be lasting or temporary?
    b. Would abolished job return after a period of time?
    c. Would results of flood be permanent?
    d. Would results of earthquake be permanent?

OBJECTIVE: The student will become aware of the interdependence among various occupations.

ACTIVITY:

Collect pictures showing how a product changes from the raw materials stage to the finished product. Discuss the importance of cooperation and interdependence of the workers.

ACTIVITY:

Take an old clock apart, examine and discuss the interdependence of the workers involved in making clocks.

OBJECTIVE: The student will be able to role play job situations and related experiences.

ACTIVITY:

Write a paragraph describing your house or apartment as if you were trying to sell it.

OBJECTIVE: The student will learn about and identify jobs in different environmental situations.

ACTIVITY:

Do a survey on the categories of people who seek part-time employment during holidays (housewives, students, etc.).

ACTIVITY:

Write a letter to children in different parts of the country to survey the types of occupations of parents in the area. The letter could be addressed to any school in the geographic regions selected by the teacher.

OBJECTIVE: The student will be able to relate personally to different occupations.

ACTIVITY:

Have children keep a diary of all the work skills they learn from another family member.

ACTIVITY:

The children could role play the teaching of one of the following work skills by another family member:

a. housekeeping
b. care of the yard
c. do-it-yourself projects
d. sewing and knitting
e. working on the car

ACTIVITY:

Have one child teach another child a skill he/she has learned from a family member (i.e., cooking, sewing, building, crafts, etc.).

ACTIVITY:

Invite a recruiter from one of the armed services to discuss with the children the career aspect of military service, both during wartime and peace.

OBJECTIVE: The student will collect and devise a project showing job classifications, related responsibilities, and necessary skills.

ACTIVITY:

Create a center or have a child create a center for his/her classmates.

List of Skills: cooking, sawing, sewing, hammering, child care, building, cleaning up after a job, washing clothes, ironing. (You may want to add to this list.)

Match with: Mom, Dad, brother, sister, etc. (The answers will vary with individual children.)

After completing this center, some children or a group of children may wish to make their own slide/tape presentation or picture chart about "Learning from Different Family Members." A good starting point would be the list used in the center.

Math
Career Awareness
5

OBJECTIVE: The student should learn about and identify jobs in different environmental situations.

ACTIVITY:

Establish a store within the school for learning, fun and profit. Local school suppliers (Hays) will give the necessary aid in that the supplies can be put into the school on consignment. The school receives a 20% profit on everything sold.

--- OBJECTIVE: The student will collect and devise a project showing job classifications, related responsibilities, and necessary skills.

ACTIVITY:

Children can create puppets and do a play about family members helping them to learn a particular work skill.

--- OBJECTIVE: The student will be able to relate personally to different occupations.

ACTIVITY:

Draw a picture or make a diorama of a family member helping a child to learn a new work skill.

OBJECTIVE: The student will be able to apply decision making skills to school and social problems.

ACTIVITY:

Unfinished story: "What Should Mary Do?"

Next to Christmas and birthdays, Mary liked drawing and painting more than anything else in the world. She liked to draw sleek brown horses with white spots on their legs. She liked to paint pictures of tulips and robins. And she spent many hours drawing girls in long, glittering dresses.

"Mary is a real little artist," her mother said one evening. "I wish we had the money to buy her all the paints and paper and crayons she needs."

Mary's father sighed. With seven other children in the family, there were more important things to buy, such as shoes and caps and sweaters.

At school, Mary's teacher gave her the job of cleaning out the supply cupboard. Every Friday, Mary stayed after school to sort out the crayons, put the paints and chalk away, stack the drawing paper, and sharpen the pencils.

Sometimes the teacher would come by and say, "Oh, that paint is all dried up. Better throw that jar out, Mary." Or "Why don't you throw away all the little stubs of crayons? The children don't use them."

But short, broken pieces were better than no crayons at all, so Mary always took them home instead of throwing them out. All week long she would look forward to Friday. She wondered how many pieces she'd find, or how many sheets of drawing paper had marks on them, or how many jars of paint might be drying up. Always, instead of throwing these things out, Mary slipped them in her lunch box and took them home.

Before long, Mary was taking home bigger and bigger pieces of crayon. Sometimes she took a few sheets of drawing paper that weren't marked up at all or a jar of paint that was still quite soft. Every week it was harder and harder for her to decide what was good enough to leave in the cupboard and what she should take home.

One day the teacher said, "My goodness! What happened to the magenta crayon? I was sure we had one here." And Mary remembered that she had taken it home because it had broken in two.

Mary began to feel uncomfortable. She was not sure what was right and what was wrong. Nobody else knew what she had been doing. Maybe she should stop taking anything. But it did seem foolish to throw out useful materials. What should Mary do?

ACTIVITY:

Unfinished story: "What Should Jonathan Do?"

As Jonathan entered the classroom, he started to say, "May I feed the fish, Miss Humphrey?" but he stopped. Instead of Miss Humphrey, a different teacher, a younger woman, was at the desk, busily studying the plan book.

"Miss Humphrey is ill today," the new teacher said when everybody was in his seat. "I'm Miss Evans. I do hope we'll get along well together."

Her voice sounded real funny, as if she were talking through her nose. Jonathan heard Bill Brown, in the back of the room, softly mimic, "I **do** hope we'll get along well together," Somebody started to snicker.

Miss Evans seemed not to have heard, because she picked up the roll book and started to call the names. When she came to Mike Moretti's name, she pronounced it "Mike Mor-eet-i." This made everybody laugh. Miss Evans' face got pink, but she kept on. When she called Ray Parker, who was absent, Bill disguised his voice and said, "Here," and Miss Evans marked him present. A lot of kids snickered that time.

As the morning wore on, things grew worse. Miss Evans asked where the workbooks were, and the boys kept telling her the wrong cupboard. This made the girls start giggling.

Next, one of the girls said that Miss Humphrey always let them walk around the room at 10 o'clock so they could stretch their legs. She was fibbing, but Miss Evans let them do it. This seemed like such a funny joke that everybody laughed and giggled some more.

By this time, Miss Evans was upset. Jonathan could tell by the way the pink stayed in her cheeks. She was having a really hard time. She didn't know anybody's name or where anything was, and the class——with Bill Brown leading the way——was getting her mixed up.

It wasn't right. Jonathan felt that he should do something about it, but he didn't want to be called a teacher's pet. And after all, a teacher ought to be able to take care of herself, shouldn't she?

At 11 o'clock, someone told Miss Evans that they were supposed to see a moving picture. This wasn't true, for they had seen the movie the day before, so when Miss Evans started to get out the projector and the film, everyone began laughing again.

Something should be done, Jonathan thought. What should he do?

ACTIVITY:

Unfinished story: "What Should Tommy Do?"

"Children, I have some exciting news for you," Miss Jackson announced in social studies class. "Mr. Brock, the editor of the **Gazette**, heard that you've been studying the history of our town and asked to see the themes you wrote about it.

"He thought they were all so fine that he could hardly believe that they had been written by elementary school pupils. In fact, he said one of them was so good that he's decided to print it in the paper along with a photograph of the author."

"Whose theme was it?" the children asked excitedly, and then several said, "I'll bet it was Sandra's."

"No," said the teacher, "it wasn't Sandra's, but you're almost right because it was written by her twin brother Tommy. Congratulations, Tommy. Your mother and father will be really proud when they hear the news, and I'm sure you're thrilled and happy."

Miss Jackson smiled broadly at Tommy but he didn't smile back. He certainly wasn't thrilled and he was far from happy. All day, in fact, he felt as if he'd swallowed a big stone that weighed him down inside.

After the dismissal bell rang, Miss Jackson called him to her desk and said, "Tell Sandra that Mr. Brock had a hard time deciding whether to choose your theme or hers. Please tell her also that I'm sorry she's laid up with a sore throat, and hope she'll be back in class soon."

As Tommy walked slowly home, the stony feeling inside him was worse than ever. When he came to his front steps, he didn't run up them as usual. Instead, he sat down to do some hard thinking before he went inside.

As you may have guessed, the reason he felt so bad was because he hadn't written that theme at all. Sandra had written Tommy's theme as well as her own because putting words together was so much easier for her than it was for him. She hadn't wanted to do it, but he had persuaded her that it was all right just this once, and had let her copy all of his arithmetic problems in exchange.

What shall I say to Sandra, he thought, and what will Mom and Dad say if I tell them? Oh, what should I do?

ACTIVITY:

Unfinished story: "What Should Glen Do?"

When Glen was going through the cafeteria line on his first day at Dale School, Jack Riley and his buddies started talking to him and invited him to eat lunch with them. The boys seemed to take it for granted from the start that Glen would be a member of their gang.

Glen felt lucky to have made friends so soon at his new school. Before long, though, he decided that perhaps he had not been lucky at all. The boys in Jack's gang were loud and smart-alecky and acted bored with everything except seeing how many rules they could break and how many people they could bug.

These boys were in trouble half the time, and the teacher, Mrs. Hobart, didn't seem to realize that Glen didn't have anything to do with their acting up. She frowned at him as well as at the others in the gang.

Even worse, from Glen's point of view, Jack's crowd wouldn't give him a chance to make friends with other boys that he thought would be lots more fun to be with. There was George, for instance, who was interested in science and owned a good microscope. When he brought the microscope to school one day, Glen thought he saw his chance to get acquainted with him. He asked George if he could look through it, and George said sure, to come with him to his classroom. Just then one of the gang came by and yelled, "What are you sticking around with that creep for?" Glen was so ashamed he just walked away.

Glen was fascinated by how a boy named Paul could play the drums. One day he was watching Paul work the traps with his hands and feet--sort of like rubbing your stomach while you pat your head, Glen thought--and Jack came up and kicked the drum. "Clear out, you guys!" Paul growled. Glen realized then that the kids as well as Mrs. Hobart thought he was just like Jack and his crowd.

Glen wanted desperately to break away from the gang and make friends with boys like George and Paul, who enjoyed doing interesting things instead of horsing around, but he didn't know how to go about it. What should Glen do?

Possible Discussion Topics:

1. Would Glen have been better off to have no friends for awhile rather than to have become buddies with Jack and his gang?
2. What could Glen do to show everybody that he doesn't want to belong to Jack's gang?
3. What can a class do to give a new pupil a chance to get to know everybody before deciding who he wants to pal around with?

ACTIVITY:

Unfinished story: "What Should Guy Do?"

Guy hated his new school so much that he didn't have time to like anything any more.

Just one month ago, he was spending the summer in the same house where he'd lived all his life and was planning to start sixth grade in the same school he'd gone to since kindergarten. His friends would all be in his room and he was a cinch to make the baseball team. And then, just before school opened, the family had moved to a little town Guy hadn't even been able to find on the map. As far as Guy was concerned, the world had come to an end.

Guy didn't like their new house or the town or the people. He started to school and the school was so different from the one back home that Guy could hardly stand it.

"Don't be such a poor sport, Guy," his mother said to him one night after he had spent the dinner hour complaining. "We'll only be here a year and then we'll be going back. Make the best of it."

In a year, all the gang at home would have forgotten him, Guy thought. Besides, the school here was probably so poor that he might even have to repeat the sixth grade when he returned. That night he went to sleep trying to pretend that he was back in his old bedroom.

The next day, things seemed worse than ever. What a school, Guy thought. So small that there isn't even a cafeteria, so all morning long you keep smelling what people have in the lunch bags.

Today, the room was unusually stuffy and somebody had brought some kind of cheese that smelled terrible. Even thought a light drizzle was falling when the noon bell rang, Guy went outside and hunched up against the schoolhouse wall while he ate his sandwiches.

Looking glumly at the mud puddles on the dreary school yard, he munched away without knowing whether he was eating peanut butter or bologna. He was thinking about what his father had said at breakfast this morning.

"Guy, you're too smart to spend a whole year griping about things that can't be changed. Surely, you can find something else to do beside wasting your time on hating."

Guy wanted to figure out a way to have a good year, but he didn't know how to start. How could he have a good year in this miserable school away from all his friends?

1. Do you think Guy was a poor sport?
2. What could Guy do to make his life at the new school more pleasant?
3. What could other pupils at the school do to make his life more pleasant?
4. What are some of the advantages of a small school that Guy didn't consider?

ACTIVITY:

Unfinished story: "What Should Randy Do?"

Randy stared at the floor. His ears felt hot enough to burn holes in his head, but his mother talked on and on. ". . . So that's what I'm here about," she was saying to the teacher. "Something's just got to be done about the way that big bully Tommy picks on my little Randy."

"I didn't realize Randy had any problems, Mrs. Hamilton. He's never complained to me . . ."

Mrs. Hamilton waved her hand impatiently. "Randy's just too sweet to complain about anything. The other kids could knock out all his teeth before he'd tell on anyone. But I think it's a shame that somebody like Tommy gets away with abusing a child as small as Randy."

Randy squirmed. He was sure that most of the kids in the room could hear what his mother was saying. He wished he could crawl through the floor. Tommy didn't pick on him. Sometimes Tommy was a little rough, but he'd never hurt Randy on purpose. The two boys had fun together, and if Randy got a couple of bruises now and then, what of it? Everybody got hurt occasionally, but nobody else's mother came to talk to the teacher about it.

Miss Shelley turned to Randy. "How do you feel about it, Randy?"

Randy mumbled, "Tommy and I . . . we . . . we get along okay . . . ."

"Get along!" his mother interrupted. "How about the shirt I just mended? It seems as though every time you play with Tommy you come home with your clothes torn. And Tommy was the one who knocked your front tooth loose, rember."

"Aw, Mom, I ran into him. I told you that."

"Well, I want **something** done," Mrs. Hamilton stood up. "I'm not going to stand for having my Randy beaten up again."

Randy cringed. It had been like this last year and the year before. His mother always found something to complain about to the teacher. The kids razzed him about how she carried on, and yet she paid no attention to him when he told her he'd rather look out for himself. What should Randy do?

Possible Discussion Topics

1. What different approaches might Randy use in talking to his mother about the problem?
2. What might Randy do that would make his problem worse?
3. If Randy cannot make his mother understand how he feels, whom else might he ask to help?

ACTIVITY:

Unfinished story: "What Should Larry Do?"

Larry stood watching the chameleon in the pet store window. Only a minute before, it had been as gray as the piece of bark it was crawling on. Now, stretched out on a leaf, it was green. Wherever the chameleon was, it blended in so well with its background that you'd scarcely have seen it if you hadn't known it was there.

"I'm like that," Larry told himself, too disgusted even to look at his reflection in the glass. "That's what I am, a chameleon. I keep acting like the rest of the gang even when I don't want to, just so I won't stand out. The worst of it is, I made up my mind the first day of school that I would be myself this year."

Every morning last year, Larry's crowd had met outside of school early, and spent the time before school mimicking the teachers or teasing girls or telling jokes. Now the gang was starting off the same way as before. Sometimes Larry got a kick out of it. Peter Kimball's imitation of old Mr. Leery was a riot–even Mr. Leery laughed at it. And some of the girls laughed and acted pleased over the teasing. Before long, though, the gang's antics had grown pretty boring to Larry. There were lots of other ways he'd rather spend the time before the bell rang.

Take today. What Larry really wanted to do when he got to school was go straight to the library and read what the encyclopedia had to say about fossils. He had found a rock that seemed to have a leaf etched right into it. His father had said he thought it was a fossil, and Larry wanted to see if he could find out for sure.

In Larry's crowd, though, the kids all acted as if they hated anything to do with school subjects. They made fun of anyone who was interested in doing anything except fooling around. And Larry knew that when he got to school he'd stand around with the gang instead of going into the library, just because he couldn't bear to have the kids ride him about being a brain.

It was always the same old story. Just like last Sunday–Larry had been on the way to the museum to see a special exhibit about prehistoric animals. On the bus he'd met Pete and Jake, and without even mentioning the museum, he had let them talk him into going to see, "The Werewolf Strikes Again," a movie that he didn't even want to see.

Like the chameleon, Larry always blended in. He just couldn't make himself be different from the crowd, no matter how much he wanted to. It seemed silly that "being yourself" could be so hard.

What should Larry do?

ACTIVITY:

Unfinished story: "What Should Cissie Do?"

Cissie has two best friends, Ellen and Mary Kate. They were all good friends until a week ago, when Mary Kate teased Ellen about her big feet. Now Ellen won't talk to Mary Kate. And because Ellen won't talk to Mary Kate, Mary Kate won't talk to Ellen. That leaves poor Cissie in the middle. She likes both her friends. It's hard, though, to be good friends with two people who don't talk to each other. Cissie could side with Ellen and tell Mary Kate she shouldn't have teased? Or she could try to talk them both into making up. Of course, she could make new friends instead. In the meantime, Cissie is an unhappy girl. She keeps wondering what she is going to do.

1. What is the problem here?
2. What choices does Cissie have?

ACTIVITY:

Unfinished story: "What Should Kenny Do?"

Kenny shares a room with his two older brothers, Ralph and Gerald. Ralph and Gerald quarrel a lot, and Kenny usually gets pulled into the argument in one way or another. So it was natural they would get him involved in their latest argument: who was the greater president, the Great Emancipator or the New Dealer? "The Great Emancipator has it all over the New Dealer," Ralph said, "Isn't that right, Kenny old friend?" And Gerald said, "Kenny's a smart kid. He knows the New Dealer set this country on its feet. Right, Ken?" Kenny wished he could pick one, but he didn't know how. What could he say? In the faint hope that they would forget him if he pretended to be asleep, he snored. Ralph just tossed a pillow at him and said, "Let's go, Kenny. Tell this dumb brother of ours what you think." Kenny needs help.

1. Why does Kenny need help?
2. What are his choices?
3. Have you ever been in a situation similar to Kenny's?

ACTIVITY:

What should you do if:

someone runs in the hall?
someone is noisy when the teacher is out of the room?
someone says unkind things to classmates?
someone copies from others' work?
someone bothers others at rest time?
someone bothers others while the teacher is speaking?
someone gets out of seat during class?
someone is not able to figure something out?
someone cuts in line?
someone continues to play after the bell rings?
someone pushes in lines?
someone fights?

ACTIVITY:

Open-end Sentences

1. When I have trouble making a choice, I ______________________________ .
2. One choice I made that I am happy about is ______________________________ .
3. One choice I made that I am sorry about is ______________________________ .
4. One problem I have about making choices is ______________________________ .

ACTIVITY:

Question a city planner to find out how they make important decisions on predicting the future.

Interview government and union officials to determine how laws affect workers (job hours, minimum wage, unemployment benefits, etc.).

Interview a teacher or principal or other school employee to see how many belong to organizations, and find out what they think are the benefits of being a member.

ACTIVITY:

Suzie McQue is very blue;
She can't decide what to do.
She's left at home with the little twins
While her mother shops for food and things.

Outside, the snow is deep and white
But that means putting on her boots, scarf and hat
And putting on little brother's boots, scarf and hat
And putting on little sister's boots, scarf and hat;
A lot of boots, scarves and hats at that.

She could play school;
That's always fun,
Though the twins are kind of dumb.
They'll probably giggle,
They won't play neat;
Come to think of it,
They can't read.
She could watch TV
And "Spaceship to the Moon"
But those crazy kids just like cartoons.
Suzie McQue knows some things she can do,
But she can't decide — can you?

1. What's the problem?
2. What are Suzie's choices?
3. What does Suzie think will happen if she takes the twins outside to play?
4. Do you think she might have other choices? What, if any? What would happen then?
5. If you had to choose from the choices Suzie has, what would you do?

ACTIVITY:

When the teachers observe a problem occurring in the classroom, or one that has just occurred in the hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

ACTIVITY:

Sharing at School

The class might discuss things at school that they share with other pupils – the teacher's time and attention (one aspect of which involves taking turns in speaking), toys, school supplies, playground equipment, work, and so on. Episodes of sharing in school might be illustrated, discussed or acted out.

ACTIVITY:

What if . . .

The teacher might use the following as topics for group discussion, role play, drawings or stories. The question, "What would you do?" should follow each.

What if. . .

1. someone offered you a piece of your favorite candy and you knew it would help cause cavities?
2. someone offered you a cigarette?
3. you hadn't prepared for a test that was just being passed out?
4. you had a fight with your best friend and it was not clear who was right?
5. you saw someone cheating?
6. you knew someone who sold marijuana?
7. a friend made a mess at your home and did not clean it up?
8. you broke something at someone's home and no one knew who did it?

ACTIVITY:

Open-end Sentences

The following open-end sentences might be used for group discussion, for individual conferences, or as topics for drawing or writing paragraphs or brief stories.

1. The way I feel about fighting is ______________________.
2. One thing that people fight about at school is ______________________.
3. I think the biggest cause of fights is ______________________.

ACTIVITY:

Games – use games such as Monopoly to stimulate students' thinking and encourage them to make discriminating choices and decisions.

ACTIVITY:

Children will design rules for a game.

1. Cut pictures from magazines or old workbooks depicting different types of work; fasten to 3 x 5 cards.
2. Have class choose committee to plan a game using these cards.
3. The committee, after deciding how to play, should play the game and make changes or additions to the plans.
4. Write rules or directions clearly.
5. Let another group play the game according to devised rules, and report to the class any suggestions for improvement.

ACTIVITY:

Make a list of benefits that a company might offer its workers. The children are to form a union and choose those benefits that could be afforded under a restricted company budget. For example: There are 100 workers in a small textile factory. They are negotiating for a new contract and considering several benefits. The company budget provides only $40,000 for new benefits. You are a union representative; which benefits would you choose?

1. Money for additional wages – 3¢/hour first year; 8¢/hour second year; 9¢/hour third year. A total cost to the company of $56,000 over a three-year span.
2. Additional health insurance $20/yearly would cost company $2,000/year.
3. An extra paid fifteen minutes for lunch would cost $18,750/year.
4. One day each year released time for personal business would cost $5,000/year.

ACTIVITY:

Discover a new land for development.

1. Children can pretend that they have discovered a new land which has all the necessary resources for existence. Their problem will be to organize themselves so that they can carry on a high level of existence when they settle on this new land.
2. Class can sketch a map showing land and water features.
3. Class can name the new land.
4. Children can discuss necessary trades and professions for land development to become an interacting country.
5. Children can select the jobs they want.
6. Discuss a system for job training.
7. Develop a system of government, medium of exchange, etc.
8. Make a diorama to show proposed development.
9. Evolve committees for detailed projects.

Language Arts
Educational Awareness
5

OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Reading Importance

Put the following in a box, take out one at a time, let the children guess what it is, and then guess why their parents need to know how to read in order to use it.

- cookbook
- letter
- bill
- medicine bottle
- schedules
- cans
- street sign
- newspaper
- catalog
- TV Guide
- map
- advertisement
- household cleaner
- Bible
- telephone directory
- directions for putting together a toy
- pattern
- check
- box mixes
- magazine

ACTIVITY:

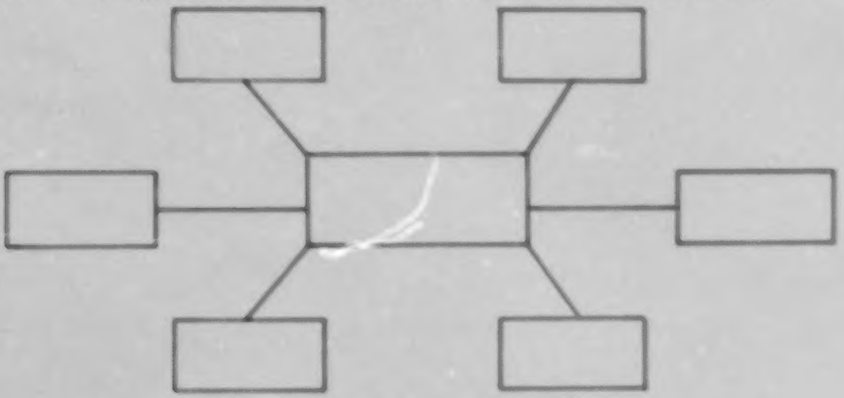
Language Art Trees

Use real tree branches suspended, or branches drawn on poster board or blackboard. Label each with a skill (reading, writing, listening or speaking). Decorate each tree with names of workers at home, school, community who use these skills.

ACTIVITY:

Jobs and School Subjects

In the big square in the center of the page, write the name of a job you think you would like to do. In the smaller boxes, put the names of the school subjects that would be important for you in order to do this job. You might draw other sets of squares and boxes like these and fill them in for other jobs and subjects.



ACTIVITY:

On a 3 x 5" card, have children list "Things I Know How To Do." From this list, children can compose a "want ad" to advertise their qualifications. They can use this as a job application and go around the school or neighborhood "selling" their skills.

ACTIVITY:

Children can apply for school and classroom jobs. Have them make resumes and be interviewed by sixth graders. They can work in the earned position and train replacements. Examples: supply clerks, audiovisual technicians, hostesses (cafeteria), etc.

ACTIVITY:

Role Playing

Have children interview for a babysitting job, paperboy job, etc.

ACTIVITY:

Discuss handicaps and limitations (poor coordination, left handedness, glasses, weight, allergies, etc.). How can these affect an occupational choice? Discuss how to overcome these limitations, using Franklin Roosevelt and Helen Keller as illustrations. Point out that strengths compensate for weaknesses.

Write a story on your strengths and weaknesses and how you can improve.

ACTIVITY:

Interview an archaeologist, anthropologist, social scientist, etc. to find out how these people study men/women and what skills and education are needed for this work.

ACTIVITY:

Have children write or tell about objects that might need to be invented in the future to benefit men/women. They could tell what future occupations their invention would create.

Have children make a timeline on various inventions as they appear in American history. This could be correlated with a timeline on the development of new occupations in American history.

ACTIVITY:

1. Have students write letters to aerospace and oceanography industries to learn about future occupations in those fields.
2. Interview plant managers to determine why their industry is located where it is.
3. Have class write letters to classes in different parts of the country to survey the types of occupations of parents in the area.
    a. types of occupations of parents
    b. number of fathers who work and their occupations
    c. number of mothers who work and their occupations
    d. does the work involve unions?
    e. types of transportation used
4. Using information gathered, prepare the following:
    a. graphs showing the percentage of different occupations in given areas
    b. a play written on the theme, "every state offers special jobs and products"

ACTIVITY:

Flannel Board – "Helpers Who Keep Us Safe"

Collect and talk about pictures of tools for safety.

Set up a chart on classroom rules for safety. Compare with rules workers must observe (bus driver, miner, pilot, construction worker, police worker, fire fighter, welder, etc.).

Have representatives from fire and police stations, construction jobs, etc. visit the class and talk about safety on their jobs.

Take a field trip to a fire station.

ACTIVITY:

Compile a bibliography relating to the class job aspirations. Have the children read books, and report on them, with the use of mobiles, dioramas, etc.

OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Make a chart of all the people who must know compass directions in their jobs. Some are:

ambulance drivers
fire fighters
bus drivers
pilots
police workers
taxi drivers
truck drivers
doctors

ACTIVITY:

Collect pictures of various kinds of work (farming, lumbering, mining, fishing, etc.). With the large outlined map of the United States, locate pictures on the map and discuss geographical areas.

Take a field trip to a brickyard, lumberyard, construction site, etc.

ACTIVITY:

Two or three children might get together and make lists of benefits provided by the work done in each family. Compare similarities and differences of benefits.

Have children make a chart of all the benefits work provides for their families (shelter, food, clothing, etc.).

OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Most kinds of work need some skill or training (example–architect).

1. During class discussion, children can enumerate various types of buildings they live in: single family residences, condominum, apartment house, etc.
2. Children can bring photographs of their homes, or draw pictures.
3. One child may be able to bring blueprints of his/her home – if not, teacher can obtain some from an architect.
4. Study blueprints on an overhead projector.
5. Step by step dimensions can be discussed, and actual similar measurements shown in classroom by using a tape measure.
6. Children can each design their own dream home using graph paper for correct scale.
7. These can be studied and discussed on overhead projector.
8. Class might attempt to draw the interior of one of the dream houses.

ACTIVITY:

PEANUT BUTTER LOGS (a homemade candy you don't have to cook)

Ingredients:
1 cup chunky peanut butter
2 tablespoons butter or margarine
1 ¼ cups sifted confectioners' sugar
3 cups crisp rice cereal
chopped peanuts

Procedure:
In mixing bowl, blend together peanut butter and butter or margarine; stir in confectioner's sugar. Add cereal, mixing well, crushing slightly. Shape into three logs, 7 x 1¼", Pat peanuts over logs. Wrap in foil or clear plastic wrap; chill. Slice ½" thick. Makes one pound.

Art
Educational Awareness
5

OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Each type of work demands some degree of educational preparedness.

1. The class can construct a large mural depicting various workers at their jobs.
2. Each individual worker can be drawn by a child who indicates an interest in that type of work.
3. Make a large chart which can be put next to the mural, showing the name of each worker and the number of years of schooling necessary (bar graph form).
4. Each child will need to research their chosen worker for a realistic estimate of years of education or training.

ACTIVITY:

Have children design posters to advertise jobs in different parts of the world.

Examples:

sponge diver in Greece
cigar maker in Havana
goucho in Argentina
oysterman in Chesapeake Bay
sailmaker in Bristol, England
hatmaker in Panama
diamondmaker in South Africa
reindeer herder in Lapland
hula dancer in Hawaii
grape stomper in Italy
sugar cane farmer in Central America
banana picker in Haiti
watchmaker in Switzerland
olive picker in Spain
ski instructor in the Bavarian Alps
camel driver in the Sahara Desert
sheep herder in Australia
fur trapper in Siberia
oil worker in Saudi Arabia

Encourage students to extend this list. They should investigate the occupation and try to make their posters realistic and appealing.

ACTIVITY:

Fashion Design

Students design and draw fashions for their age group. Include school clothes, party clothes, work clothes, etc. Use catalogs for ideas.

---- OBJECTIVE: The student will become familiar with many different occupations.

ACTIVITY:

Name jobs of fathers of children in the class.
Which job is most common?
Which jobs are done by only one parent out of the whole class?
Which jobs deal with people?
Which jobs are physical?
Which jobs are mental?
Which jobs are eight hours? Which are twenty-four hours?
Which jobs deal with a product?
Which deal with a service?

ACTIVITY:

Discuss nicknames of various workers:

doctor – sawbones
supervisor – straw boss
diver – frogman
marine – leatherneck
mechanic – grease monkey
policeofficer – cop (constable on patrol)
singer – canary

--- OBJECTIVE: The students will become aware of their place as a family member.

ACTIVITY:

Each child lists members of their family. Under each, list job responsibilities each can perform.

--- OBJECTIVE: The students will become aware of how they may be different.

ACTIVITY:

Select a king and queen for the day. Their responsibilities are to keep a positive attitude in the class. When someone slips, they reinforce something positive about that person.

––– OBJECTIVE: The students will learn that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

"The Kind of Person I'd Like To Be"

Pretend you are able to change yourself so that you can become a different person. Describe the kind of person you would like to become.

ACTIVITY:

Children can tape record stories of careers they want to pursue as adults.

1. Each child can bring a cassette from home.
2. In turn each child can tape a prepared story on his/her chosen vocation (in a corner away from the class activities).
3. No child would identify themselves by name.
4. These tapes can be played before the class (four or five each day). The class could discuss whose voice each was. Then students could discuss what was favorable about the career story.
5. A chart could be prepared listing each child and their chosen career.

ACTIVITY:

Students can play various roles of favorite television programs such as "The Brady Bunch."

––– OBJECTIVE: The student will understand that his/her unique characteristics qualify him/her for a variety of possible careers.

ACTIVITY:

Play a variation of "Spin the Bottle," in which the spinner names a job that would fit the other person, and explains why.

––– OBJECTIVE: The students will be able to relate their interests, aptitudes, abilities, values and attitudes to their tentative occupational choice.

ACTIVITY:

Help children compose "want ads" for themselves using the skills they know. Put their applications on a bulletin board or in a class newspaper.

––– **OBJECTIVE:** The student will become aware that a person's sex may influence career choice.

ACTIVITY:

Survey class members to find out about working mothers and the kinds of jobs they have. Discuss in terms of capabilities. Why are some jobs more suited to men? What jobs are usually done by men which could just as well be done by women?

––– **OBJECTIVE:** The student will understand that every job has good and bad points.

ACTIVITY:

Alphabetical Occupations

Each student lists all the jobs they can think of beginning with a specific letter of the alphabet. Class discussion brings out responsibilities of each job.

--- **OBJECTIVE:** The students will know that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

Community Service Workers

1. Class could view film or go on a field trip to stores, hospitals, etc.
2. List workers who helped in these places and discuss their duties.
3. Each child may identify with one particular worker and write a story telling how they could perform the role when they grow up.
4. Students could make oral reports to the class or drawings showing the sequence of acts that workers do while performing their jobs.
5. Summarize in discussion the importance of these community helper roles.

--- **OBJECTIVE:** The student will become aware that people work for different reasons.

ACTIVITY:

The student will list and discuss five general goals that are common to all working people.

--- **OBJECTIVE:** The student will realize that one person may be suited for several different careers.

ACTIVITY:

Ask students to go through old magazines and clip out numerous pictures representing careers they might like and careers they might dislike. Paste likes on one sheet of paper, and dislikes on another. Discuss why they are more suited to some careers than to others.

--- **OBJECTIVE:** The student will become aware that many individuals have been successful in more than one career.

ACTIVITY:

The student will list five individuals who have been or are successful in more than one career.

Math
Self Awareness
5

OBJECTIVE: The student will become aware that people work for different reasons.

ACTIVITY:

Using paper money, students can buy assistance and motivation from other students.

OBJECTIVE: The student will become aware of the interdependence among workers in various occupations.

ACTIVITY:

Collect pictures showing how a product changes from the raw materials stage to the finished product. Discuss the importance of cooperation among the workers, and the interdependence of their jobs.

OBJECTIVE: The students will be able to choose adjectives that most nearly describe the way they feel about themselves.

ACTIVITY:

1. Discuss the importance of adjectives in speech. Make a list of adjectives.
2. Divide the list among class members.
3. Each child will write the adjectives on individual cards which will be placed in a center.
4. Children can then take turns going to the center to do the following:
    a. Divide cards into two stacks: those that apply to you and those that do not.
    b. Divide the pile that applies to you into two more: strengths and limitations.
    c. Further divide the limitation pile into three stacks: those that cannot be changed, those that need to change, and those you want to change.
5. Each child can give an oral report explaining his/her rationale for the arrangement in # 4-c
7. Discussion following can summarize adjectives characterizing each child, keeping in mind that positive statements should be emphasized.

OBJECTIVE: The student will become aware that there are many types of rewards and satisfactions for people who work.

ACTIVITY:

1. Children can collect newspaper articles of people receiving awards for certain services or work.
2. Class can discuss the value of these services or products to the community in general.
3. Children can list various people they know who do different types of work.
4. They can interview these people and ask why they do their particular type of work.
5. Results can be brought to class and charted according to reasons for work.
6. Summarize in class discussion telling why the students are working in school.

OBJECTIVE: The student will become aware that different jobs often place different demands on the worker.

ACTIVITY:

1. In class discussion, children can tell the occupation of one of their parents.
2. A list of these occupations can be compiled.
3. Each child can interview his/her parent as to:
    a. hours of work
    b. regular or irregular schedule
    c. distance traveled to get to work
    d. special tools or dress needed for work
    e. approximate cost to maintain self at job per week (fuel bill, cleaning bills, meals, etc.).
4. Each child can report these findings to the class.
5. A chart or graph can be made depicting each parent's work, listing the five aspects learned during the interview.
6. The class can summarize in discussion the relative cost of the various jobs in terms of hours spent away from home, cost of job maintenance, etc.

OBJECTIVE: The student will be able to distinguish between work that is done to produce a commodity and work done as a service.

ACTIVITY:

1. Show films on careers.
2. Class discussion listing type of work viewed as either service or product.
3. Divide class into committees to research various careers mentioned in discussion.
4. Oral reports can be presented to class.
5. Summarize the project by discussing interdependence of workers:
    a. those who make a product need services by other workers;
    b. those who perform services need commodities made by other workers.

OBJECTIVE: The student will become aware that some jobs are determined by the environment or disaster and some of these jobs will have limitations.

ACTIVITY:

1. Have class bring in clippings from newspapers reporting on natural disasters such as floods, earthquakes, droughts,
2. Divide class into committees, and have each research one particular disaster, stressing kinds of work eliminated and kinds of work stimulated.
3. Have committees give their reports to the class.
4. All the children on the committee can contribute to a large drawing depicting the disaster they are researching.
5. At the conclusion of all the reports, the class can discuss permanency or stability of jobs abolished or stimulated.
    a. Would new jobs be lasting or temporary?
    b. Would abolished job return after a period of time?
    c. Would results of flood be permanent?
    d. Would results of earthquake be permanent?

––– **OBJECTIVE:** The student will become aware of the interdependence among various occupations.

ACTIVITY:

Collect pictures showing how a product changes from the raw materials stage to the finished product. Discuss the importance of cooperation among the workers, and the interdependence of their jobs.

ACTIVITY:

Take an old clock apart, examine and discuss the interdependence of the workers involved in making clocks.

––– **OBJECTIVE:** The student will be able to role play job situations and related experiences.

ACTIVITY:

Write a paragraph describing your house or apartment as if you were trying to sell it.

ACTIVITY:

Certain jobs require certain specific skills.

Imagine that you are a Peace Corps worker helping farmers in India. Write a letter to your family discussing your new life in India. Include information about the following topics:

1. type of house you live in
2. your daily activities
3. problems you might face
4. problems faced by the farmers in the village, and how you are helping with them

Social Studies
Career Awareness
6

---- **OBJECTIVE:** The student will be aware of and demonstrate an understanding of the interdependence of various occupations.

ACTIVITY:

Design a word scramble game identifying various occupations that are inter-related by job families.

---- **OBJECTIVE:** The student will be able to communicate and inquire about a variety of work experiences and areas of occupation in many parts of the world.

ACTIVITY:

Given this scrambled list of occupations, have students ask three adults to rank them according to this question: Which of these would you most want to be if you could change your occupation or become involved in an occupation?

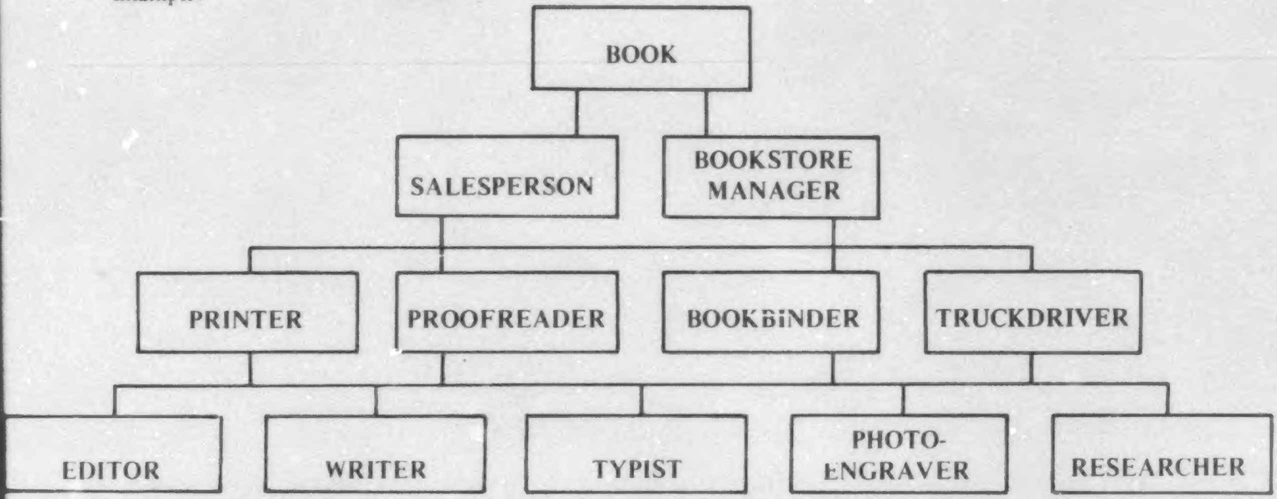
Priest
Teacher
Army Officer
Political Leader
Day Laborer
Streetcleaner

Businessman
Store Owner
Craftsman
Garbage Collector
Farmer
House Servant

ACTIVITY:

Explore the various careers connected with one product. Create a "People Pyramid" using chalkboard or mobile.

Example:


BOOK
SALESPERSON
BOOKSTORE MANAGER
PRINTER
PROOFREADER
BOOKBINDER
TRUCKDRIVER
EDITOR
WRITER
TYPIST
PHOTO-ENGRAVER
RESEARCHER

––– OBJECTIVE: The student will be able to apply decision making skills to school, social problems and tentative career choices.

ACTIVITY:

In which careers would you have to make allowances for static electricity? Examples: chain on a gasoline truck, safety engineer, airline ground crews, workers with highly combustible materials.

ACTIVITY:

In which careers would you have to consider expansion and contraction (in the construction cluster)? Examples: plumber, pipefitter, roads, buildings, railroads, bridges, electric power lineperson.

Physical Education
Career Awareness
6

---- **OBJECTIVE:** The students will be able to identify different types of physical work demanded by a variety of jobs and assess their present level of skill development.

ACTIVITY:

Have students design a career-related obstacle course. The facilities and equipment in your school can be arranged as skill testing stations. Develop a list of agility tests that might relate to occupations.

horizontal ladder rope climb basket shoot balance beam	athlete, coach, construction worker, boxer
jumping rope tumbling rope swing	telephone repairperson, dancer, parachute jumper, stunt person, boxer.

---- OBJECTIVE: The student will be able to apply decision making skills to school, social problems and tentative career choices.

ACTIVITY:

Unfinished story: "What Should Mary and Nancy Do?"

On the way home from school, Mary and Nancy were talking about nominating a girl to be their room representative on the student council. As former representatives themselves, they were members of the nominating committee.

"I think we should choose Shirley," said Mary. "She hasn't been here for long, her grades are okay, she thinks things through clearly, and she is always fair."

Nancy frowned. "Gee, I like Shirley. She's really nice and has lots of school spirit, but most of the teachers and girls from the other rooms don't know her, and you'll have to admit she looks awful most of the time."

"Yes, I know what you mean. She always looks as though she spends more time teasing her hair and putting on that eye makeup than she does taking a bath or polishing her shoes." Mary kicked a rock that lay in her path and sighed.

"My mother says its awful for kids in the fifth and sixth grade to be all fixed up like movie actresses," Nancy said. "I suppose the teachers would all feel the same way and wonder why we picked someone like that."

Mary thought aloud. "If the only problem was the makeup, it wouldn't be so bad. But we're right, Nancy, about the not-so-clean angle. Sometimes she wears the same blouse all week, and I don't think she ever uses a nail brush. Darn it, though, she'd be perfect for room rep if she'd only stop using so much makeup and start using more soap and water."

"Why don't we tell her so?" Nancy asked.

"We couldn't. I'd be embarrassed to death, and she'd probably never speak to us again."

"Well, what if we started looking crummy ourselves and put on a lot of makeup? Maybe that would show her how bad she looks."

"Not me," Mary said. "Mother would kill me. Besides, some of those junior high schools girls Shirley runs around with look the same way, so she must know how she looks."

"Well," said Nancy, "I like Shirley so much that I wish she could be the representative. But maybe we'd better just forget about her and nominate someone like Jean or Darleen who always look good even if they don't have much school spirit."

What should Mary and Nancy do?

ACTIVITY:

Unfinished story: "How Should Kathy Vote?"

"Guess what, Mom!" Eighth grader Kathy Weston burst into the house, full of excitement. "My home room elected me their delegate to the student council. I thought Sharon was sure to get it because she has most of the boys eating out of her hand, and I don't, you know. Afterward, two or three of the kids told me they had chosen me because they thought I'd use my head, and the council needed people like me."

On the way to her first council meeting, Kathy felt her heart beat faster when she saw Scotty Brown coming toward her. She didn't know Scotty very well, but his ability in sports and his good looks had given him a high popularity rating. "Hi," he said with a big smile. "The council is looking up if you're going to be on it. How about going to the Log Cabin for a hamburger after school?"

"I'd love it," Kathy said. "What goes on in the meeting today?"

"Oh, I don't know. We usually get into some kind of hassle. One thing, though, they'll start the ball rolling for a new council president. If I'm nominated can I count on your vote, come election?"

"Sure," replied Kathy without thinking it over. "You can depend on me, but I'm sure you won't have any trouble winning."

"Well, I don't believe in taking anything for granted," Scotty said with a grin.

During the meeting, Kathy was impressed by the active part taken by Allen Barstow. "He's really interested in solving student problems," thought Kathy, "and he has good ideas."

At the next meeting, as Kathy watched the two boys, she began to be worried about her promise to Scotty. "He never seems to have any new ideas, the way Allen does," she thought. "In fact, he doesn't seem much interested in what's going on at the meeting. I did promise I'd vote for him, and besides, if I vote for Allen, Scotty probably won't even look at me again. Still, I'm sure Allen would make a better president, and I'm supposed to represent our whole home room and consider what's best for the school too."

Kathy put off deciding what to do as long as possible, But the day of the election came. She knew in her heart that Allen deserved her vote, and yet she strongly believed in keeping a promise.

ACTIVITY:

Unfinished story: "What Should Mary Do?"

Next to Christmas and birthdays, Mary liked drawing and painting more than anything else in the world. She liked to draw sleek brown horses with white spots on their legs. She liked to paint pictures of tulips and robins. And she spent many hours drawing girls in long, glittering dresses.

"Mary is a real little artist," her mother said one evening. "I wish we had the money to buy her all the paints and paper and crayons she needs."

Mary's father sighed. With seven other children in the family, there were more important things to buy, such as shoes and caps and sweaters.

At school, Mary's teacher gave her the job of cleaning out the supply cupboard. Every Friday, Mary stayed after school to sort out the crayons, put the paints and chalk away, stack the drawing paper, and sharpen the pencils.

Sometimes the teacher would come by and say, "Oh, that paint is all dried up. Better throw that jar out, Mary." Or "Why don't you throw away all the little stubs of crayons? The children don't use them."

But short, broken pieces were better than no crayons at all, so Mary always took them home instead of throwing them out. All week long she would look forward to Friday. She wondered how many pieces she'd find, or how many sheets of drawing paper had marks on them, or how many jars of paint might be drying up. Always, instead of throwing these things out, Mary slipped them in her lunch box and took them home.

Before long, Mary was taking home bigger and bigger pieces of crayon. Sometimes she took a few sheets of drawing paper that weren't marked up at all or a jar of paint that was still quite soft. Every week it was harder and harder for her to decide what was good enough to leave in the cupboard and what she should take home.

One day the teacher said, "My goodness! What happened to the magenta crayon? I was sure we had one here." And Mary remembered that she had taken it home because it had broken in two.

Mary began to feel uncomfortalbe. She was not sure what was right and what was wrong. Nobody else knew what she had been doing. Maybe she should stop taking anything. But it did seem foolish to throw out useful materials. What should Mary do?

ACTIVITY:

Unfinished story: "What Should Larry Do?"

Larry stood watching the chameleon in the pet store window. Only a minute before, it had been as gray as the piece of bark it was crawling on. Now, stretched out on a leaf, it was green. Wherever the chameleon was, it blended in so well with its background that you'd scarcely have seen it if you hadn't know it was there.

"I'm like that," Larry told himself, too disgusted even to look at his reflection in the glass. "That's what I am, a chameleon. I keep acting like the rest of the gang even when I don't want to, just so I won't stand out. The worst of it is, I made up my mind the first day of school that I would be myself this year."

Every morning last year, Larry's crowd had met outside of school early, and spent the time before school mimicking the teachers or teasing girls or telling jokes. Now the gang was starting off the same way as before. Sometimes Larry got a kick out of it. Peter Kimball's imitation of old Mr. Leery was a riot–even Mr. Leery laughed at it. And some of the girls laughed and acted pleased over the teasing. Before long, though, the gang's antics had grown pretty boring to Larry. There were lots of other ways he'd rather spend the time before the bell rang.

Take today. What Larry really wanted to do when he got to school was go straight to the library and read what the encyclopedia had to say about fossils. He had found a rock that seemed to have a leaf etched right into it. His father had said he thought it was a fossil, and Larry wanted to see if he could find out for sure.

In Larry's crowd, though, the kids all acted as if they hated anything to do with school subjects. They made fun of anyone who was interested in doing anything except fooling around. And Larry knew that when he got to school he'd stand around with the gang instead of going into the library, just because he couldn't bear to have the kids ride him about being a brain.

It was always the same old story. Just like last Sunday–Larry had been on the way to the museum to see a special exhibit about prehistoric animals. On the bus he'd met Pete and Jake, and without even mentioning the museum, he had let them talk him into going to see, "The Werewolf Strikes Again," a movie that he didn't even want to see.

Like the chameleon, Larry always blended in. He just couldn't make himself be different from the crowd, no matter how much he wanted to. It seemed silly that "being yourself" could be so hard.

What should Larry do?

ACTIVITY:

Unfinished story: "What Should Gary Do?"

Janice and Gary looked at the dittoed sheets Miss Robinson had handed them before the buzzer called her to the office. They had both been out of school the week before with the flu. On Monday, their first day back, Miss Robinson had told them that they had missed an arithmetic test and a grammer test while they were absent and that they would have to take make-up tests after school on Wednesday and Friday –– arithmetic on Wednesday, she said, and grammer rules on Friday.

Now it was after school on Wednesday, and Janice and Gary were alone with the first test.

Suddenly Janice gasped, "Look, Gary, this is a grammer test! She said it would be arithmetic today."

"I know she did. I can't answer half of these crazy questions."

"It's a dirty trick," Janice groaned.

"I'll be lucky to get a D on this," Gary said, "This means I'll miss out on the dollar my grandmother sends me when I get an A."

The children worked for a while. Then Janice said, "I've got the grammer book. Let's use it."

"Do you mean cheat?" said Gary.

"Well, it isn't really cheating, because she said we wouldn't have this grammer test for two days."

Gary knew that Janice was wrong, and his hand shook, but he copied the answers from the text, right along with her.

When they heard Miss Robinson coming down the hall, Janice flicked the book closed.

"Lay your papers on my desk," the teacher said. Janice turned hers in and stood waiting for Gary.

"Just one minute more," begged Gary. He looked at his answers, all right answers, he knew. But there were no two ways about it –– copying was cheating. If his grandmother sent him a dollar for an A he got by cheating, it would be just plain stealing to take it.

Instead of putting his test on top of Janice's, Gary tore it up and dropped the pieces in the wastebasked. "Miss Robinson, I'll have to take an F. I cheated."

Miss Robinson said nothing. Gary left the room and Janice followed him. As soon as the door was closed, Janice really lit into Gary. She said that Miss Robinson was bound to be suspicious of her answers because of what Gary had done. She told him that she would tell the other kids Gary was just a scarey baby, and not to have anything to do with him.

Unfinished story: "What Should Gary Do?" (con't)

Gary worried all night. He knew that the other children always paid a lot of attention to what Janice wanted. Should he try to tell them his side of the story? Should he talk it over with the teacher? Would the best thing be just to keep quiet?

What should Gary do?

ACTIVITY:

Open-end Sentences

1. When I have trouble making a choice, I ________________________.
2. One choice I made that I am happy about is ____________________.
3. One choice I made that I am sorry about is _____________________.
4. One problem I have about making choices is ____________________.

ACTIVITY:

Unfinished story: "What Should Kenny Do?"

Kenny shares a room with his two older brothers, Ralph and Gerald. Ralph and Gerald quarrel a lot, and Kenny usually gets pulled into the argument in one way or another. So it was natural they would get him involved in their latest argument: who was the greater president, the Great Emancipator or the New Dealer" The Great Emancipator has it all over the New Dealer," Ralph said. "Isn't that right, Kenny old friend?" And Gerald said, "Kenny's a smart kid. He knows the New Dealer set this country on its feet. Right, Ken?" Kenny wished he could pick one, but he didn't know how. What could he say? In the faint hope that they would forget him if he pretended to be asleep, he snored. Ralph just tossed a pillow at him and said, "Let's go, Kenny. Tell this dumb brother of ours what you think," Kenny needs help.

1. Why does Kenny need help?
2. What are his choices?
3. Have you ever been in a situation similar to Kenny's?

ACTIVITY:

Unfinished story: "What Should Margie Do?"

Margie glanced anxiously at the clock. Twenty minutes before math would be over for the day. Her heart pounded.

Mr. Kelly put down the chalk. "Any questions?"

Any questions! Margie had dozens. She seemed to be twice as slow to catch on as anybody else, and the worst of it was she didn't dare ask the teacher to explain anything for fear everyone would think she was terribly stupid. Last semester she had managed to wind up with a C in mathematics, but how she had had to work to do it!

A hand went up, and Mr. Kelly nodded. "John?"

"I understand how you find out what percent 12 is of 40, but if all you know is that 12 is 30 percent of something, how do you find out what the something is?"

Margie's head reeled. What in the world was John talking about?

"A good question," Mr. Kelly said. "Think about it, class, and see if you can figure it out."

Margie had no idea what to do. She didn't even know how to begin. She could hear pencils scratching all around her. Soon hands began to go up.

"All right, Maureen," Mr. Kelly said. "Go to the board and show us how you worked it."

Margie watched in bewilderment as the red-haired girl divided 12 by .30. How did Maureen think of that? Where did she get the decimal? Margie tried to listen as Maureen explained what she was doing, but she couldn't follow the explanation. Was she the only one who didn't get it?

"Is it clear to everyone now?" Mr. Kelly asked. "Jack, do you understand? . . . . Susan? . . . . Margie?"

Margie's cheeks burned as she nodded. If she admitted she didn't understand, Mr. Kelly would make Maureen go over the problem again, and then what if Margie still couldn't understand?"

"All right, let's go to the board and work out the problem on page 87. Ken, you take the first one; Margie, the second . . ."

Margie's knees felt as thought they would buckle under her as she went to the board. Now the whole class would see how dumb she was, and Mr. Kelly would wonder why she had nodded that she understood. She couldn't go on like this. The longer she went without admitting that she didn't understand what decimals were all about, the worse it would get.

At that moment the fire bell rang. A fire drill -- what a relief! But later it would be the same story all over again.

What should Margie do?

ACTIVITY:

Suzie McQue is very blue;
She can't decide what to do.
She's left at home with the little twins
While her mother shops for food and things.

Outside, the snow is deep and white
But that means putting on her boots, scarf and hat
And putting on little brother's boots, scarf and hat
And putting on little sister's boots, scarf and hat;
A lot of boots, scarves and hats at that.

She could play school;
That's always fun,
Though the twins are kind of dumb.
They'll probably giggle,
They won't play neat;
Come to think of it,
They can't read.
She could watch TV
And "Spaceship to the Moon"
But those crazy kids just like cartoons.
Suzie McQue knows some things she can do,
But she can't decide –– can you?

1. What's the problem?
2. What are Suzie's choices?
3. What does Suzie think will happen if she takes the twins outside to play?
4. Do you think she might have other choices? What, if any? What would happen then?
5. If you had to choose from the choices Suzie has, what would you do?

ACTIVITY:

When the teachers observe a problem occurring in the classroom, or one that has just occurred in the hallway or on the playground, they might arrange to discuss and role-play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

ACTIVITY:

What if . . .

The teacher might use the following as topics for group discussion, role play, drawings or stories. The question, "What would you do?" should follow each.

What if . . .

1. Someone offered you a piece of your favorite candy and you knew it would help cause cavities?
2. someone offered you a cigarette?
3. you hadn't prepared for a test that was just being passed out?
4. you had a fight with your best friend and it was not clear who was right?
5. you saw someone cheating?
6. you knew someone who sold marijuana?
7. a friend made a mess at your home and did not clean it up?
8. you broke something at someone's home and no one knew who did it?

ACTIVITY:

Open-end Sentences

The following open-end sentences might be used for group discussion, for individual conference, or as topics for drawing or writing paragraphs or brief stories.

1. The way I feel about fighting is ______________________________.
2. One thing that people fight about at school is ______________________.
3. I think the biggest cause of fights is ___________________________.

ACTIVITY:

Games – use games such as Monopoly to stimulate students' thinking and encourage them to make discriminating choices and decisions.

ACTIVITY:

Children will design rules for a game.

1. Cut pictures from magazines or old workbooks depicting different types of work; fasten to 3x5 cards.
2. Have class choose committee to plan a game using these cards.
3. The committee, after deciding how to play, should play the game and make changes or additions to the plans.
4. Write rules or directions clearly.
5. Let another group play the game according to devised rules, and report to the class any suggestions for improvement.

ACTIVITY:

Discover a new land for development.

1. Children can pretend that they have discovered a new land which has all the necessary resources for existence. Their problem will be to organize themselves so that they can carry on a high level of existence when they settle on this land.
2. Class can sketch a map showing land and water features.
3. Class can name the new land.
4. Children can discuss necessary trades and professions for land development to become an interacting country.
5. Children can select the jobs they want.
6. Discuss a system for job training.
7. Develop a system of government, medium of exchange, etc.
8. Make a diorama to show proposed development.
9. Evolve committees for detailed projects.

ACTIVITY:

What should you do if:

someone runs in the hall?
someone is noisy when the teacher is out of the room?
someone says unkind things to classmates?
someone copies from others' work?
someone bothers others at rest time?
someone bothers others while the teacher is speaking?
someone gets out of seat during class?
someone is not able to figure something out?
someone cuts in line?
someone continues to play after the bell rings?
someone pushes in line?
someone fights?

ACTIVITY:

Using the problem-solving procedure, the class can try to help the following people who have conflicts within themselves:

1. Loring loves sports, but everytime he plays a game that involves teamwork he is torn between the drive to win by working as a team member and the desire to shine as a star player.
2. Penny feels that the best people have a lot of friends and mix with everyone. She really wants to be like them, but she seems only to enjoy being with a few people or with her best friend or by herself.
3. Carol thinks saving money is worthwhile and important, but she loves to buy things and it makes her very happy to get something new.
4. Lois is very good in school. She enjoys studying and learning is easy for her. Often, however she tries not to do as well as she can because she doesn't want her friends to feel she is better than they are.
5. Kathy is good in sports and she enjoys them, but she hates being teased about being a tomboy, and she is embarrassed when she performs better than boys her age.

ACTIVITY:

Open-end Sentences

I always make up my own mind about ______________________________.

If I had a choice, I would ______________________________.

When I can't do something, I ______________________________.

It is hard for me to make a decision about ______________________________.

Talking about a problem is ______________________________.

Now imagine you are much younger, and tell what your answers would have been.

OBJECTIVE: The student will be able to apply decision making skills to school, social problems and tentative career choices.

ACTIVITY:

Pupils can draw cartoons about situations in which people are trying to make decisions.

ACTIVITY:

Divide into groups. Distribute identical raw materials to each group (buttons, felt, construction paper, aluminum foil, pipe cleaners, yarn, wire, styrofoam, rope, burlap, beans, seeds, wood). Ask each group to decide how to utilize materials in making a product of their choice. Permit enough time for decision making as well as for the actual production of the product.

ACTIVITY:

Job Questionnaire

1. After a class discussion on the various kinds of work or jobs known, each child will choose one job.
2. The children will research the jobs chosen. Each can question adults (parents, friends), do reading both at home and in the classroom.
3. Each will then write a report on a typical work week in the job they have chosen.
4. Devise a questionnaire with children's input:
   a. Where do you work?
   b. Describe the type of work you do.
   c. What equipment do you use?
   d. Do you enjoy your work? Why or why not?
   e. If you had an opportunity to change jobs, what type of work would you like to do? Why?
5. Each child can complete the questionnaire and report to the class.

--- OBJECTIVE: The student will be able to apply decision making skills to school, social problems and tentative career choices.

ACTIVITY:

Using newspaper ads of food stores for a given day or week, have children find prices of fruits, vegetables, etc. Have them plan a meal, choose the food items they would need, and the cost of each. Compare the food prices with another store. In which store would a family shop to get the most for its money?

OBJECTIVE: The student will be able to apply decision making skills to school, social problems and tentative career choices.

ACTIVITY:

List some problem connected with space travel, and discuss careers which solve the problem. Example: health problems – doctors; launch and re-entry – engineers; recovery – Navy.

--- OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Reading Importance

Put the following in a box, take out one at a time, let the children guess what it is, and then guess why their parents need to know how to read in order to use it.

- cookbook
- letter
- bill
- medicine bottle
- schedules
- cans
- street sign
- newspaper
- catalog
- TV Guide
- map
- advertisement
- household cleaner
- Bible
- telephone directory
- directions for putting together a toy
- pattern
- check
- box mixes
- magazine

ACTIVITY:

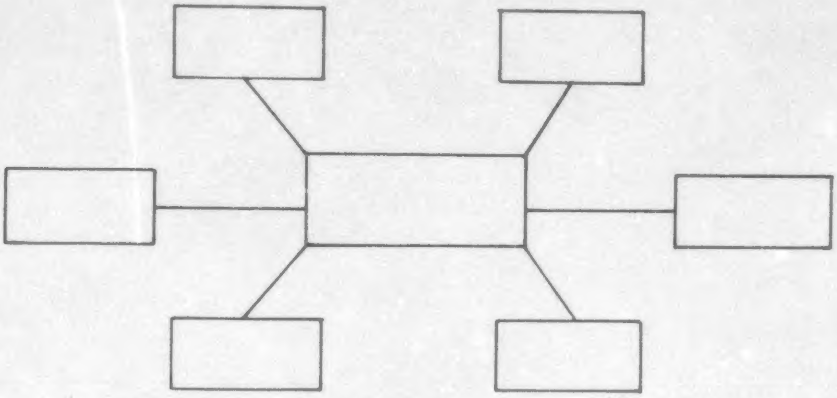
Language Art Trees

Use real tree branches suspended, or branches drawn on poster board or chalkboard. Label each with a skill (reading. writing, listening or speaking). Decorate each tree with names of workers at home, school, community who use these skills.

ACTIVITY:

Jobs and School Subjects

In the big square in the center of the page, write the name of a job you think you would like to do. In the smaller boxes, put the names of the school subjects that would be important for you in order to do this job. You might draw other sets of squares and boxes like these and fill them in for other jobs and subjects.



ACTIVITY:

On a 3 x 5" card, have children list "Things I Know How To Do." From this list, children can compose a "want ad" to advertise their qualifications. They can use this as a job application and go around the school or neighborhood "selling" their skills.

ACTIVITY:

Children can apply for school and classroom jobs. Have them make resumes and be interviewed by sixth graders. They can work in the earned position and train replacements. Examples: supply clerks, audiovisual technicians, hostesses (cafeteria), etc.

ACTIVITY:

Role Playing

Have children interview for a babysitting job, papercarrier job, etc.

ACTIVITY:

Discuss handicaps and limitations (poor coordination, left handedness, glasses, weight, allergies, etc.). How can these affect an occupational choice? Discuss how to overcome these limitations, using Franklin Roosevelt and Helen Keller as illustrations. Point out that strengths compensate for weaknesses.

Write a story on your strengths and weaknesses and how you can improve.

ACTIVITY:

Interview an archaeologist, anthropologist, social scientist, etc. to find out how these people study men/women and what skills and education are needed for this work.

ACTIVITY:

Have children write or tell about objects that might need to be invented in the future to benefit men/women. They could tell what future occupations their invention would create.

Have children make a timeline on various inventions as they appear in American history. This could be correlated with a timeline on the development of new occupations in American history.

ACTIVITY:

1. Have students write letters to aerospace and oceanography industries to learn about future occupations in those fields.
2. Interview plant managers to determine why their industry is located where it is.
3. Have class write letters to classes in different parts of the country to survey the types of occupations of parents in the area.
    a. types of occupations of parents
    b. number of fathers who work and their occupations
    c. number of mothers who work and their occupations
    d. does the work involve unions?
    e. types of transportation used
4. Using information gathered, prepare the following:
    a. graphs showing the percentage of different occupations in given areas
    b. a play written on the theme, "every state offers special jobs and products"

ACTIVITY:

Flannel Board - "Helpers Who Keep Us Safe"

Collect and talk about pictures of tools for safety.

Set up a chart on classroom rules for safety. Compare with rules workers must observe (bus driver, miner, pilot, construction worker, police worker, fire fighter, welder, etc.).

Have representatives from fire and police stations, construction jobs, etc. visit the class and talk about safety on their jobs.

Take a field trip to a fire station.

ACTIVITY:

Compile a bibliography relating to the class job aspirations. Have the children read books, and report on them, with the use of mobiles, dioramas, etc.

Social Studies
Educational Awareness
6

---- OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Make a chart of all the people who must know compass directions in their jobs. Some are:

- ambulance drivers
- fire fighters
- bus drivers
- pilots
- police workers
- taxi drivers
- truck drivers
- doctors

ACTIVITY:

Collect pictures of various kinds of work (farming, lumbering, mining, fishing, etc.). With the large outlined map of the United States, locate pictures on the map and discuss geographical areas.

Take a field trip to a brickyard, lumberyard, construction site, etc.

ACTIVITY:

Two or three children might get together and make lists of benefits provided by the work done in each family. Compare similarities and differences of benefits.

Have children make a chart of all the benefits work provides for their families (shelter, food, clothing, etc.).

---- OBJECTIVE: The student will be able to relate educational and social skills to various occupations and leisure-time activities.

ACTIVITY:

Have small groups of students assume the roles of various people involved in city planning (i.e. architect, city planner, city engineer or civil engineer, draftsperson, construction worker, etc.). Have the committee draw up a plan and construct a model scale city discussed during the planning session. Upon completion of the project have each person explain the rationales of planning from the position of the role he or she had previously assumed. Recognize relationships between education and social skills as they apply to occupational interests and leisure-time activities.

OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Most kinds of work need some skill or training (example-architect).

1. During class discussion, children can enumerate various types of buildings they live in: single family residences, condominium, apartment house, etc.
2. Children can bring photographs of their homes, or draw pictures.
3. One child may be able to bring blueprints of their home - if not, teacher can obtain some from an architect.
4. Study blueprints on an overhead projector.
5. Step by step dimensions can be discussed, and actual similar measurements shown in classroom by using a tape measure.
6. Children can each design their own dream home using graph paper for correct scale.
7. These can be studied and discussed on overhead projector.
8. Class might attempt to draw the interior of one of the dream houses.

ACTIVITY:

PEANUT BUTTER LOGS (a homemade candy you don't have to cook)

Ingredients:
1 cup chunky peanut butter
2 tablespoons butter or margarine
1¼ cups sifted confectioners' sugar
3 cups crisp rice cereal
chopped peanuts

Procedure:
In mixing bowl, blend together peanut butter and butter or margarine; stir in confectioners' sugar. Add cereal, mixing well, crushing slightly. Shape into three logs, 7 x 1¼". Pat peanuts over logs. Wrap in foil or clear plastic wrap; chill. Slice ½" thick. Makes one pound.

Art
Educational Awareness
6

OBJECTIVE: The student will be able to identify the educational and social skills necessary for various occupations and leisure-time activities.

ACTIVITY:

Each type of work demands some degree of educational preparedness.

1. The class can construct a large mural depicting various workers at their jobs.
2. Each individual worker can be drawn by a child who indicates an interest in that type of work.
3. Make a large chart which can be put next to the mural, showing the name of each worker and the number of years of schooling necessary (bar graph form).
4. Each child will need to research their chosen worker for a realistic estimate of years of education or training.

ACTIVITY:

Have children design posters to advertise jobs in different parts of the world.

Examples:

sponge diver in Greece
cigar maker in Havana
goucho in Argentina
oysterman in Chesapeake Bay
sailmaker in Bristol, England
hatmaker in Panama
diamondmaker in South Africa
raindeer herder in Lapland
hula dancer in Hawaii
grape stomper in Italy
sugar cane farmer in Central America
banana picker in Haiti
watchmaker in Switzerland
olive picker in Spain
ski instructor in the Bavarian Alps
camel driver in the Sahara Desert
sheep herder in Australia
fur trapper in Siberia
oil worker in Saudi Arabia

Encourage students to extend this list. They should investigate the occupation and try to make their posters realistic and appealing.

ACTIVITY:

Fashion Design

Students design and draw fashions for their age group. Include school clothes, party clothes, work clothes, etc. Use catalogs for ideas.

OBJECTIVE: The student will become familiar with many different occupations.

ACTIVITY:

Name jobs of fathers of children in the class.
Which job is most common?
Which jobs are done by only one parent out of the whole class?
Which jobs deal with people?
Which jobs are physical?
Which jobs are mental?
Which jobs are eight hours? Which are twenty-four hours?
Which jobs deal with a product?
Which jobs deal with a service?

ACTIVITY:

Discuss nicknames of various workers:

doctor – sawbones
supervisor – straw boss
diver – frogman
marine – leatherneck
mechanic – grease monkey
policeofficer – cop (constable on patrol)
singer – canary

OBJECTIVE: The students will become aware of their responsibility as a family member.

ACTIVITY:

Each child lists members of their family. Under each, list job responsibilities each can perform.

OBJECTIVE: The students will become aware of how they may be different.

ACTIVITY:

Select a king and queen for the day. Their responsibilities are to keep a positive attitude in the class. When someone slips, they reinforce something positive about that person.

––– OBJECTIVE: The students will learn that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

"The Kind of Person I'd Like to Be"

Pretend you are able to change yourself so that you can become a different person. Describe the kind of person you would like to become.

ACTIVITY:

Children can tape record stories of careers they want to pursue as adults.

1. Each child can bring a cassette from home.
2. In turn each child can tape a prepared story on their chosen vocation (in a corner away from the class activities).
3. No child would identify themselves by name.
4. These tapes can be played before the class (four or five each day). The class could discuss whose voice each was. Then students could discuss what was favorable about the career story.
5. A chart could be prepared listing children and their chosen career.

ACTIVITY:

The student will prepare a class chart depicting differences in areas and degrees of interest of the class members.

––– OBJECTIVE: The student will realize that one person may be suited to several different careers.

ACTIVITY:

Write or list three strengths you have. Next to them, write two occupations for which these strengths would qualify you.

Repeat with three personal weaknesses. Write two occupations from which these weaknesses would disqualify you.

––– OBJECTIVE: The student will become aware that a person's sex may influence career choice.

ACTIVITY:

Survey class members to find out about working mothers and the kinds of jobs they have. Discuss in terms of capabilities. Why are some jobs more suited to men? What jobs are usually done by men which could just as well be done by women?

––– **OBJECTIVE:** The student will understand that every job has good and bad points.

ACTIVITY:

Alphabetical Occupations

Each students lists all the jobs he/she can think of beginning with a specific letter of the alphabet. Class discussion brings out responsibilities of each job.

––– **OBJECTIVE:** The student will understand that his/her unique characteristics qualify him/her for a variety of possible careers.

ACTIVITY:

Play a variation of "Spin the Bottle," in which the spinner names a job that would fit the other person, and explains why.

––– **OBJECTIVE:** The students will be able to relate their interests, aptitudes, abilities, values and attitudes to their tentative occupational choice.

ACTIVITY:

Help children compose "want ads" for themselves using the skills they know. Put their applications on a bulletin board or in a class newspaper.

ACTIVITY:

Charades

Students act out an attitude while class guesses what the attitude is.

OBJECTIVE: The students will know that their interests, aptitudes, abilities, values and attitudes are unique and different from those of others.

ACTIVITY:

Community Service Workers

1. Class could view film or go on a field trip to stores, hospitals, etc.
2. List workers who helped in these places and discuss their duties.
3. Each child may identify with one particular worker and write a story telling how they could perform the role when they grow up.
4. Students could make oral reports to the class or drawings showing the sequence of acts that workers do while performing their jobs.
5. Summarize in discussion the importance of these community helper roles.

OBJECTIVE: The student will become aware that people work for different reasons.

ACTIVITY:

The student will list and discuss five general goals that are common to all working people.

OBJECTIVE: The student will realize that one person may be suited for several different careers.

ACTIVITY:

Ask students to go through old magazines and clip out numerous pictures representing careers they might like and careers they might dislike. Paste likes on one sheet of paper, and dislikes on another. Discuss why they are more suited to some careers than to others.

OBJECTIVE: The student will become aware that many individuals have been successful in more than one career.

ACTIVITY:

The student will list five individuals who have been or are successful in more than one career.

OBJECTIVE: The student will become aware that people work for different reasons.

ACTIVITY:

Using paper money, students can buy assistance and motivation from other students.

OBJECTIVE: The students will become aware of their responsibility as a family member.

ACTIVITY:

Each child gives the number of family members in their home. Students add the total and then find the average of members in the family.